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THE MEDIATING ROLE OF UNMET EXPECTATIONS BETWEEN
REALISTIC JOB PREVIEWS AND POST-HIRE
OUTCOMES AMONG NEW NURSES

A Thesis
Presented to the
Faculty of
California State University,
San Bernardino

In Partial Fulfillment
of the Requirements for the Degree
Master of Science
in
Psychology:
Industrial/Organizational

by
Brian Roquesy Decal


March 2010

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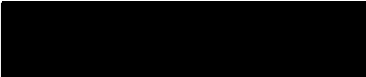
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ABSTRACT

This study surveyed over 100 Southern California nurses with less than 5 years of experience to examine the relationship between realistic job previews (RJP) and their effect on unmet expectations, job satisfaction, and organizational commitment. The present study found that met expectations mediate the relationship between the presence of a RJP and the post-hire outcomes of job satisfaction and organizational commitment. The present study also examined whether the timing and type of RJP affected job satisfaction, organizational commitment, and turnover intentions. It was found that face-to-face interactions were the favored type of RJP while the best time to administer the RJP was during recruitment and selection. These findings have implications for HR and nursing professionals. Particularly that realistic information should be provided in the form of face-to-face interactions and before applicants are hired to ensure that expectations of new nurses are met, leading to higher job satisfaction, organizational commitment, and reduced turnover intentions. Nursing schools can also improve their clinical programs to reduce inflated expectations of their students. Limitations included having a potentially biased sample due to snowball sampling, participants

revealing the nature of the study, and the need to follow up the hypotheses and research questions in more detail using new variables.

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CHAPTER ONE

INTRODUCTION

A Realistic Job Preview (RJP) is an approach to recruitment and selection to facilitate applicants fit to both the organization and the job. Unlike conventional recruitment and selection approaches which provide only positive information, RJP's present both positive and negative information to the applicant. In doing so, the applicant is presented with an accurate image of what the job will entail, thus allowing the applicant to make a more informed choice as to whether to remain in the recruitment process or withdraw. The desired end result is an applicant pool filled with individuals who are a stronger potential fit for the organization. Breugh and Starke's (2000) model of how RJP's work suggests that job candidates typically are unaware of job attributes and have inaccurate job perceptions. Having the organization provide realistic information to job candidates might produce better incoming employees because they are able to comprehend their job requirements, the needs of the organization, and how satisfactory performance is defined. These newly hired employees are theorized to have higher value attainment, job satisfaction, organizational

commitment, and employee job longevity. Those who view a poor fit between themselves and the job withdraw from recruitment or selection, leaving behind applicants who perceive the employer as being honest, and therefore feel a sense of commitment to their job choice decision.

RJPs have several beneficial effects including more accurate depiction of the job and organizational expectations. One of these effects is that candidates will self-select out of application processes for jobs that would not meet their expectations. While the function of RJPs may appear simplistic, there are several important underlying psychological mechanisms that help to explain the potential effects of RJPs. These psychological mechanisms include: Self-Selection Theory, Role Clarity, Lowering of Initial Expectations, The Worry Effect and Coping Mechanisms, and Perception of Organizational Honesty. Each of these psychological mechanisms and their potential impact on applicant job choice and post-hire outcomes are presented below.

Self-Selection Theory

One primary potential effect of RJPs revolves around self-selection theory. According to Wanous (1980) the self-selection hypothesis states that matching individual

needs with organizational climates lowers turnover rates by producing a better fit between individuals and organizational characteristics. Therefore, the applicant is able to match his or her expectations and needs to what is presented through the RJP. This results in enabling the applicant to choose whether to remain or to voluntarily withdraw from the application process. According to Dickerson (2008), the basic premise set by self-selection states that candidates are able to self-select 'out' of a job that he/she may find an unsuitable fit for themselves. One of these mechanisms deals with an applicant's notions towards a job or organization prior to and after RJP administration. This mechanism is known as role clarity.

Role Clarity

Typically, job applicants have a vague picture of the responsibilities associated with the job they are seeking. Many times applicants are exposed to unrealistic or inaccurate portrayals of a job, an example being an applicant who applies for a job based on what they saw on television:

The basic premise upon which the use of a RJP is based is that many job applicants have inaccurate perceptions of positions for which they are applying.

Given many employers try to make themselves appear to be a good place to work, these applicant expectations are generally inflated. (Billsberry, 2007, p. 35)

This results in misinformed applicants who are mentally unprepared to take on the responsibilities of the job. In due time, these employees usually become frustrated with their work due to "surprises" on the job that were not described to them in the job description or pre-employment process. In many cases, these frustrated employees quit their jobs, leaving the company with a high turnover intention rate and several detrimental costs such as higher selection and training expenses: "If hired, individuals possessing inflated job expectations are thought to be more likely to become dissatisfied with their positions and more likely to quit than applicants who have more accurate expectations" (Breaugh & Starke, 2000, p. 431).

Conversely, when these applicants are given a sense of role clarity, they are able to better recognize the demands and workloads that they will encounter on their respective jobs: "Role clarity not only helps reduce work stress but also has a moderate potential to spill over and minimize nonwork difficulties" (Bhaskar-Shrinivas, Harrison, Shaffer, & Luk, 2005, p. 155). A clear example

can be taken from the study conducted by Lent, Nota, Soresi, and Ferrari (2007), where they provided realistic previews to high school seniors who had preconceived notions regarding their choice of major. Their findings showed diminished expectations and an increase in role clarity.

Lowering of Initial Expectation

Tied in with role clarity is the mechanism of met-expectation. Prior to applying for a job, it is common for most applicants to have initial expectations such as competitive pay or favorable work conditions. These expectations can be influenced by inaccurate job postings, the media, or by word of mouth. Regardless of the source, an initial expectation is held from the application process to starting the job itself, and if it is not met, it can create job dissatisfaction: "Their eventual encounter with the job itself is often unpleasant, leading to dissatisfaction and thus, a greater propensity to leave" (Mobley, Griffeth, Hand, & Meglino, 1979, p. 520). To remedy initial inflated and potentially unrealistic expectations, a vivid picture must be presented to the applicant, thereby creating new, met expectations upon entering a job: "Met Expectation simply indicates that a

candidate with a RJP has a less inflated set of expectations when approaching the new position. With lowered expectation, there is less likelihood of disappointment and overall dissatisfaction with the position" (Dickerson, 2008, p. 2). With more realistic expectations, new hires are less likely to leave because they enter the workplace with a more realistic view of their responsibilities and the company culture. As for those who received the RJP and withdrew, they do a favor to both the organization and themselves because the organization saves money that would have been expended via turnover costs, and the applicant was able to stop himself/herself from committing to a job with a poor fit for their skills and interests.

The Worry Effect and Coping Mechanisms

RJPs contain negative information that has been known to elicit feelings of surprise, discomfort, and unsettlement, all of which, can be attributed to symptoms of the Worry Effect. According to Janis (1958), a feeling of worry aroused by a preview of events will start defense mechanisms to cope with negative events among individuals. For the applicants who have decided to remain in the application process, they mentally sensitize themselves to

prepare for the negatives that were described to them through the RJP: "Because some aspects of a job can produce dissatisfaction and even psychological or physical discomfort, individuals who pre-rehearse ways of handling such situations should be better able to adjust to them when they actually take place" (Dugoni & Ilgen, 1981, p. 585).

Now that applicants have clarified their roles and formulated realistic expectations, they create coping mechanisms to help them make an easier transition into their new jobs. According to Dickerson (2008), the concept of coping ability indicates that a candidate may more successfully cope with the changes of a position, if he/she had a good realistic preview. Coping ability allows a candidate to be more fully aware of problems that may arise within the business. With the development of such coping mechanisms, it has been shown that these new employees experience an easier transition into their jobs and as a result show higher job satisfaction than those who did not receive a RJP: "New hires receiving RJP's managed their stress better and felt less perturbed than those not receiving RJP's" (Suszko & Breaugh, 1986, p. 520).

Perception of Organizational Honesty

RJPs convey honesty if they contain a presentation of balanced and realistic information about the job in question. While the amount of negative information may sway some applicant's decisions to voluntarily withdraw from the application process, others view the negative information as honesty from the organization to help new employees easily adjust to new jobs and the working environment. Once this frame of thought is seeded in the individual, they then become more supportive of company decisions because they view the organization in a positive perception:

Although RJPs describe a job in less favorable ways, the accuracy of the information contained in the RJP may cause newcomers to see the organization as more trustworthy. They may, therefore, view any future communications or interactions with the organization in a more positive light. (Suszko & Breugh, 1986, p. 521)

With the feeling of knowing that their workplace is upfront and honest with them, new employees become more satisfied with their jobs and develop a sense of attachment/loyalty to the company: "Mary Suszko and I also found that, in comparison to those in the control group,

RJP recipients reported greater job satisfaction and perceived the organization as being more open and honest with them" (Breugh, 2008, p. 4). These employees then become vital assets to the company due to their increased output, positive attitudes, model citizenship, and reduced likelihood of turnover.

In summary, RJP have several underlying mechanisms that allow them to function towards benefiting applicants and work organizations. When the applicant experiences the RJP these underlying mechanisms ultimately allow him/her to make a more informed decision about remaining in the application process. The results are beneficial on two points. First, applicants either leave jobs that they were unfit for or they commit to a job with an easier transition. Second, the organization removes unfit applicants at minimal cost or it inherits efficient workers who trust in the company. Like most psychological research, however, there are still many areas that require more investigation with regard to RJP because no one model has garnered enough support or is clearly unequivocally supported. In the next section, several lingering issues surrounding RJP will be presented along with implications for future study.

Realistic Job Previews Unanswered Questions and Issues

Realistic Job Previews (RJPs) have been a topic of extensive study in the field of Industrial/Organizational Psychology for over 30 years. The predominant belief is that once applicants who are a poor fit discover there is little or no match between their skills and desires with regard to the position, they will voluntarily self select out of the application process, therefore leaving only qualified and motivated candidates remaining in the applicant pool. These applicants are more likely to be satisfied with the organization, familiar with expectations, and feel that the organization was honest with them:

Thus, those RJP recipients who remain in the applicant pool, if hired, should experience what they expected which, in turn, should result in such outcomes as employee satisfaction, retention, and a sense that the organization was open and honest with them during the recruitment process. (Breaugh & Starke, 2000, p. 426)

Thus, on the surface, RJPs appear to be the solution to several problems commonly encountered by human resource professionals such as high turnover rates and weak

employee commitment. However, studies by I/O psychologists suggest that many factors contribute to the success or amount of success measured once a RJP is implemented into a selection process. These key factors include: amount of negative information; RJP medium used; time of RJP administration; qualified applicants self-selecting out of the application process; RJP effectiveness on more complex jobs; loyalty to company; RJP alternatives; and RJP inspired recruiting resources.

Amount of Negative Information

By their nature, RJP's contain negative information to give the applicant the most "realistic" picture of a position and the organization. Examples of negative information that can appear on a RJP include long hours, extensive travel, mandatory overtime, safety hazards, high stress environments, or low pay. The purpose of introducing negative information is to enable applicants to self select out of the application process if there is a poor fit. Those who remain will then develop coping mechanisms to help them handle the negative situations they will encounter while on the job, thus leading to an easier transition. However, research has discovered that

there needs to be a limited amount of negative information incorporated into a RJP to get the desired effect.

The issue then, is how much and what kind of negative information should be placed in the RJP? According to Buda and Charnov (2003), a negatively framed message accentuates the potential losses to the applicants if a wrong decision is made or a specific job is not taken. Many theorists propose that, a moderate amount of negative information, coupled with a moderate amount of positive information, has been found to be the best format for creating a RJP. The major implication for management is if a RJP is correctly constructed, it has the potential to save the company vast amounts of money in the future with regards to turnover costs. Gordon and Lowe (2002) claim that employee turnover is costing companies in the United States more than \$140 billion annually in recruiting, training, and administrative costs, which translates into about half a million dollars annually for a mid-sized company.

In summary, research has shown that the right amount of positive and negative information needs to be present in order to have an effective RJP. Too much positive information may create inflated expectations while too much negative information may ward off potentially good

candidates. There appears to be a need for future research to find a process for creating a balanced RJP. In addition, there appears to be a paucity of recent research material covering this issue.

Realistic Job Preview Medium Used

Organizations have many options on how to administer RJP's such as written, video, or online form. The research on this area of RJP's was plentiful until the year 2000. Since then, the topic has waned and little information has been contributed to advance the field. Therefore, the following information presented is knowledge prior to the new millennium that focuses on the various pros and cons associated with each RJP medium.

More than 25 years ago, Colarelli (1984) found that a face-to-face RJP was more effective than a written RJP with regard to employee retention after two and three months. Thus, there is evidence to suggest that the effectiveness of RJP's could be enhanced by having the interviewer communicate the RJP during the employment interview. Phillips (1998) counters this by stating verbal RJP's (interviews), may be less effective than videotaped RJP's for improving job performance because it is more

difficult to clearly demonstrate effective job performance in an interview than in a video.

As previously noted, information on RJP medium is scarce post 2000 but there are some researchers who offer new means for RJP mediums. Breugh (2008), for example, believes there is value in changing the focus from providing a RJP to the end result of applicants having realistic job expectations. This shift of perspective highlights the importance of utilizing multiple RJP approaches during the recruitment process. For example, RJP's can be provided in a job advertisement or on the organization's website. Additional information could be added during a telephone screening interview. For people who make it to the site visit, a work simulation and a tour of the work site can be provided.

In sum, after the new millennium and with technological advances, the area of RJP medium research has failed to contribute new data. Future research should be focused on RJP mediums that utilize today's technology such as the internet, CDs, hand-held electronic devices, and pod casts.

Time of Realistic Job Preview Administration

The timing of RJP distribution has also been a major topic in the field of research regarding RJPs. Typically, RJPs are distributed to applicants early in the recruitment process or at some time prior to job acceptance. However, studies have shown mixed results when RJPs are administered at different times during the recruitment process (Buda & Charnov, 2003). For example, past research discovered that there appears to be a difference in turnover rates when RJPs are administered to applicants upon acceptance of a job offer. Phillip's (1998) distributed RJPs during work orientations and concluded that RJPs are only effective when given at the right time, such as during a job orientation. This reduces or eliminates unrealistic expectations of applicants.

Breaugh (2008) revisits this argument and argues against it, stating that providing a RJP to individuals who have already started work (e.g., providing a RJP during an orientation program) should not be considered a recruitment mechanism. Yet, in over 50% of the studies included in Phillips' voluntary turnover analysis, the RJP was provided after hire. Another difficulty in drawing conclusions from Phillips' findings is she failed to look at whether RJP effects differed in magnitude based on

factors such as the visibility of the job in question and applicants' ability to self-select out of a job. Wanous and Reichers (2000) echo this statement by stating that most previous reviews of RJPs have included studies where a RJP was presented to applicants either: (a) after job choice, but before entry, and (b) after both job choice and entry. This can lead to some confusion, because how and when the information is presented may make the difference between classifying a study as a RJP versus orientation. With this discovery, the question now becomes: what situations call for a RJP to be administered prior to or after job acceptance? In addition, the follow up question would be where to draw the line between RJP and orientation.

To conclude, recent reviews of the RJP literature have found that past research failed to distinguish the difference between RJP and orientation. Past researchers felt that RJPs were best administered after job acceptance, which appears to be contradicting the purpose of administering a RJP. More extensive study needs to distinguish between orientation and RJP and to further discover when a RJP should be administered to harness its full effect.

Qualified Applicants Self-Selecting Out of the Application Process

According to research, qualified applicants have a tendency to overemphasize the negative job information provided by the RJP. Consequently, they prematurely withdraw their applications. With applicants having previous job experiences, they have leverage and advantage in understanding and evaluating job openings (Meglino et al., 2000). RJP's were designed to help organizations avoid hiring unfit applicants. However, if qualified applicants are withdrawing their applications upon receiving the RJP, then the organization is left with a less desirable applicant pool:

Many job applicants: (a) have an incomplete and/or inaccurate understanding of what a job opening involves, (b) are not sure what they want from a position, (c) do not have a self-insight with regard to their knowledge, skills, and abilities and (d) cannot accurately predict how they will react to the demands of a new position (Breaugh et al, 2008, p. 79).

These new applicants can be a hazard to the company because some are unsure of their capabilities and lack the appropriate experience.

Qualified applicants seem to pay more attention to negative information than other applicants. Due to their previous experiences, experienced applicants recall the negatives of their previous jobs, and are more attentive to the recruitment process so as to not encounter those same negative aspects again. Future research is needed to discover a way to retain applicants with experience while also communicating negative information that can be understood by unfit applicants.

Realistic Job Preview Effectiveness on More Complex Jobs/Jobs with More Responsibility

While research findings have been generally positive on RJPs, one important issue that needs to be addressed is the participants used in prior research. Historically, RJP experiments have predominantly used the following participants: college students, military personnel, and applicants seeking entry level position: "In this regard one can question many of the studies Phillips included in her meta-analysis. For example, of the 17 studies upon which her voluntary turnover RJP effect size was based, 10 (59%) were laboratory studies conducted with students" (Breaugh, 2008, p. 5).

However, there has yet to be a research study that incorporates a RJP for higher paying jobs such as

managers, executives, and highly skilled professionals. This may be because such positions are usually filled internally by employees who have been with the company for many years. This is due to a form of preexisting affiliation to the company or position, unlike most RJP experiments that deal with undesirable positions with a history of high turnover. According to Darmon (2004), employing the right people reduces turnover and saves a company vast amounts of money. Hiring the wrong people is expensive due to costs of locating, possibly relocating, and training each person. Additionally, a company could pay for a compensation package and lose revenue during a new employee's start-up time. One avenue future research should explore is whether there is a need for RJPs at higher level positions and complex jobs, and if so, how they may function differently for these types of jobs.

In summary, RJP research has traditionally targeted undesirable jobs and positions with high turnover. Few RJP studies, however, have targeted higher paying or more complex jobs. One rationale has been that these jobs do not have high turnover due to satisfied employees. Another supposition is that these positions are usually filled internally, with applicants who have already established loyalty with the company and have a clearer sense of what

the position entails. More studies need to be conducted to determine if indeed there is a need for complex job RJPs and how they may function differently than they do for entry level, high turnover jobs.

Effect of Loyalty to Company on Realistic Job Previews

The best case scenario for RJP administration is when the applicants exhibit high commitment to the organization. According to Ganzach and Brainin (2002), commitment to the organization comes in many forms such as brand loyalty, tenure, family ties, or identification of similar goals and philosophy. The applicants' belief is that the organization is rewarding them with unique benefits, and in return, these applicants return the favor with diligent work and company loyalty.

However, company loyalty has been shown to diminish the effect of RJPs. When applicants have a positive preconceived notion about a company or position, they tend to overlook negative information provided in the RJP, resulting in minimal to no effect on self-selection. According to Breugh (2008), providing a RJP to an applicant who already has past experience of what a job involves typically does not result in an adequate adjustment of his or her initial opinion.

Thus, company loyalty serves as both an advantage and as hurdle for RJP researchers. Those loyal to a company were found to be more receptive to RJP information as compared to applicants with no prior encounters with the organization. However, the drawback of loyal employees is that they tend to overlook negative information on the RJP, sticking with their preconceived notions about the position or company. Additional research needs to be conducted on how to get negative information on the RJP to directly affect both unfit and fit applicants to create a desirable applicant pool.

In conclusion, the RJP literature is filled with many issues that need to be resolved in order for RJPs to be truly effective. Such issues either pertain to the RJP format or to the participants in the studies. New research needs to be conducted to address issues presented in pre 2000 articles and to move towards a formula for creating an effective RJP. One field in particular that would benefit from the use of RJPs is nursing. Nursing has traditionally been a popular career choice, but there has been significant turnover due to lack of preparation regarding the work force culture and climate from nursing schools and human resources.

Nursing

Nursing has recently garnered an increased popularity as a career choice. Since the economy in America has declined, many workers (including those who are highly skilled) find themselves unemployed and view nursing as an attractive option. Several reasons for the sudden spike of interest in the nursing field are: job security, favorable salaries, benefits, and accessible education (e.g., online education). For example, the O*NET Center On-line (2009) projects more than one million openings for registered nurses (RNs) between 2006 and 2016. This strong projected job growth in the nursing field is considered as "much faster than average" compared to all other fields. In addition, the median wage for RNs is reported on O*NET at over \$60,000 and this is typically with only an associates degree or vocational training.

There is also an overwhelmingly large demand for nurses exemplified by Watanabe (2007) who states that policymakers are aiming to create initiatives to accommodate more California nursing students. In June of 2007, the Los Angeles County Board of Supervisors was set to accept a \$3 million grant from L.A. Care Health Plan to open a new nursing program. However, there are several

disadvantages to the job that are unbeknownst to many who seek a career in this field.

The most significant factor that new nurses encounter is the transition gap between school and work. According to Daehlen (2008), newly graduated nurses experience a conflict between the ideals and values they learn in school versus those they actually encounter in everyday practice in their work setting (e.g., at a hospital). Consequently, in the transition from school to work nurses face several critical challenges. For example, one challenge is when nurses have to encounter the death of one of their patients and how nursing school failed to teach them how to cope with the emotions that come along with the event. According to White, Coyne, and Patel (2001), nurses have indicated that End-of-Life (EOL) issues such as pain control, talking to patients and families about dying, and EOL interventions were not taught in their undergraduate education. This transition from school to work is assumed to present challenges both to nurses' values and their skills.

In addition, Lafer, Moss, Kirtner, and Rees (2003) found that the pressures placed on nurses providing bedside care may prevent them from attending educational programs on EOL care. Vachon (2001), for example,

discovered that past experiences with personal and professional grief and loss can negatively impact nurses' desire to pursue EOL education. Shapiro (2001) stated that a heavy workload, an unsupportive work environment, and stress are the most common reasons of work dissatisfaction and resigning from work among nurses. All of these disadvantages of the job can reduce the nurses' job satisfaction and organizational commitment.

Job Satisfaction

Job satisfaction has been described by Golbasi, Kelleci, and Dogan (2008) as an emotional reaction and behavioral expression that is established as a result of individual assessment of work performed, work environment, and work life. In addition, job satisfaction is an affective reaction to a job that results from the comparison of perceived outcomes to outcomes that are desired. A similar view is experienced by Heslop, Smith, Metcalfe, Macleod, and Hart (2002) who state that the concept of job satisfaction is the discrepancy between what an individual expects, needs, or values about his or her job compared with how much the job actually delivers. Ideally, there should be a balance between the two outcomes because this would equate to employees being

satisfied with their jobs. However, if there is an imbalance between the two outcomes, the employee would find means to create a balance. Factors that influence job satisfaction are professional status, pay, administrative style, work requirements and policies, and individual characteristics.

The theorems surrounding job satisfaction have been applied to the field of nursing. There have been numerous studies investigating the predictors of nurses' job satisfaction. For example, according to Tourangeau and Cranley (2006), there is a relationship between nurses' job retention and their satisfaction with pay and benefits, scheduling, control (autonomy), responsibility, and professional opportunities. In addition, job satisfaction is affected by a nurse's perception of importance to the hospital. An example is Golbasi et al. (2008) who found that nurses were the most satisfied with internal job satisfaction factors such as being successful, being known, being appreciated, work performed, work responsibilities, and change of post due to being promoted. As with any job, employees gain satisfaction from a job when it is challenging and interesting: "having an interesting job is important for

the level of job satisfaction for nurses, doctors, and teachers" (Daehlen, 2008, p. 8).

Organizational Commitment

According to Nelson (2002), organizational commitment has a significant positive relationship with job satisfaction and is a strong predictor of nursing turnover. An example is Yang and Chang (2008) who found that job satisfaction was significantly and positively correlated with organizational commitment, a consistent precursor to turnover. In research, the most widely accepted definition of organizational commitment comes from Mowday, Steers, and Porter (1979) who define organizational commitment as the relative strength of an individual's identification and involvement in a particular organization that is characterized by three factors: a strong belief and acceptance of the organization's goals and values, a willingness to exert considerable effort on behalf of the organization, and a strong desire to maintain membership in the organization. In addition, there are three theoretical dimensions to organizational commitment: affective, continuance, and normative. Affective commitment refers to employee improvements in the operational aspects of the

organization such as increased job performance. Normative commitment refers to an employee's sense of obligation to the organization and reflects the degree that their values and beliefs conform to those of the organization. Last, continuance commitment reflects the employee's awareness of the relative benefits associated with staying or leaving an organization.

Liou (2008) was able to tie in Mowday et al's findings with more recent literature in his literature review. In his article Liou contributed six defining attributes or features for organizational commitment: 1) involves an attachment to the organization and its goals, 2) expresses itself through interactive processes, 3) implies an acceptance of the organization and its goals, 4) entails a willingness to contribute to the well-being of the organization and pursuit of its goals, 5) reflects an attitude toward the organization and its goals, and 6) is bound by time and space.

While there exists an abundance of information on the topic of organizational commitment, little research has been focused on how it relates to the field of nursing. Wagner (2007) brought this statement to light, citing explanations such as moderating variables that may affect organizational commitment's influence on turnover and

conflicting results in previous studies. Such factors have left the literature sparse and outdated. Of the slim literature, two articles that discovered factors that influence nurses' organizational commitment are Gould (2006) and McNeese-Smith (2001). Gould (2006) found that family friendly policies such as flexible working hours proved to be important factors for securing nurses' organizational commitment. McNeese-Smith (2001) echoed Gould's (2006) statement and added that job satisfaction, opportunities for learning, monetary benefits, and a desire to retire from the currently employed organization were key factors determining nurses' level of organizational commitment. According to Zangaro (2001), when factors such as the ones just mentioned are met, the reported outputs from nurses have been retention attendance and job productivity.

While there is a need for literature on organizational commitment in nursing, the same goes for literature on providing nurses with realistic information in the application process. Many researchers claim that nurses cite unmet expectations and failure to identify with the hospital's goals at an early stage as reasons for turnover. For example, a study performed by Gould (2006) had respondents answer the question: "Thinking back to

when you came into nursing, is it all you expected it to be?" Respondents answered by expressing their disappointment when they discovered that patients were not always as grateful as they had anticipated, nursing involves so much administration, and that services are not always patient-focused. In addition, Zangaro (2001) noted in his implications that future research needs to examine how a nurse is socialized into an organization. He further suggests that when a nurse applies for a job, the interview process should include a clear definition of the goals of the organization.

In conclusion, it has been found that there is a relationship between job satisfaction and organizational commitment. While the topic of job satisfaction in nursing is well documented, organizational commitment is not. Therefore, there is a need for research that focuses on factors that contribute to organizational commitment in the field of nursing. In addition, it remains to be seen as to whether unmet expectations act as a mediator between RJP and post hire outcomes such as job satisfaction and organizational commitment. The following study sheds new light on RJP, contributes new findings for the field of nursing, and provides implications for future research.

The Present Study

Moser (2005) recently tested and supported a 20 year old theory that hypothesized that met expectations mediate the relationship between recruitment sources (internal vs. external) and post-hire outcomes (job satisfaction and organizational commitment). The present study looks to further expound this finding by proposing that met expectations mediate the relationship between the presence of a RJP, rather than recruitment sources (internal vs. external), and the post-hire outcomes of job satisfaction and organizational commitment. Figure 1 provides a proposed model of the study relationships, illustrating the proposed relationship between RJP, Unmet Expectations, Job Satisfaction, and Organizational Commitment. Here, RJP's are proposed to lower inflated expectations, which in turn are an important mediator that results in increased job satisfaction and organizational commitment.

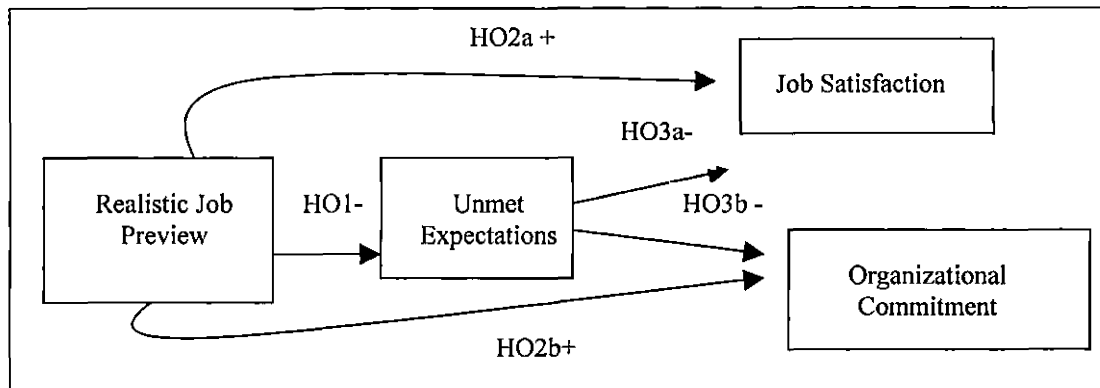


Figure 1. Proposed Relationships between Realistic Job Preview, Unmet Expectations, and Post-Hire Outcomes of Job Satisfaction and Organizational Commitment

Therefore, in this study I examined the following hypotheses regarding RJPs: One of the mechanisms of RJPs is that a person would find role clarity, thus erasing any previous or preconceived notions about the job. These notions are also known as met expectations, and therefore: *Hypothesis 1*: The more realistic a person views a RJP, the lower their unmet expectations will be.

With a sense of lowered expectations and a clear idea of the demands and expectations of the job, performing the job is easier due to the applicant being better informed prior to starting their new job. Thus: *Hypothesis 2a*: The more realistic a person views a RJP the higher their reported job satisfaction

Another output of RJPs is that employees are loyal to the organization because they feel gratitude towards the organization for providing them with realistic information to help ease the transition into the new job and the organization. Therefore, *Hypothesis 2b*: The more realistic a person views a RJP the higher their reported organizational commitment.

This study also tested to see if Moser's (2005) study can be applied with RJPs and also produce the same outcome. Thus: *Hypothesis 3a*: Unmet expectations mediate the relationship between RJP and job satisfaction. High unmet expectations will decrease job satisfaction while lower unmet expectations will increase job satisfaction

Hypothesis 3b: Unmet expectations mediate the relationship between RJP and organizational commitment. High unmet expectations will decrease organizational commitment while low unmet expectations will increase organizational commitment

Two separate regressions were computed, one with "Unmet Expectations" as the mediator and the other regression with "Met Expectations" as the mediator. Moser's (2005) relationship only examined whether Unmet Expectations mediated the relationship between Job Satisfaction and Organizational Commitment. Therefore,

running a separate regression with "Met Expectations" was used as a means of comparison.

In addition, the following six exploratory research questions were also examined:

Research Question 1: How is the timing of the RJP related to the different facets of job satisfaction for nurses?

Research Question 2: How is the timing of the RJP related to the different dimensions of organizational commitment for nurses?

Research Question 3: How is the medium used to present the RJP related to the different facets of job satisfaction for nurses?

Research Question 4: How is the medium used to the RJP related to the different dimensions of organizational commitment for nurses?

Research Question 5: How is the timing of the RJP related to the different facets of job turnover intentions for nurses?

Research Question 6: How is the medium of the RJP related to the different facets of job turnover intentions for nurses?

CHAPTER TWO

METHOD

Participants

The sample was comprised of nurses from various Southern California hospitals. The requirements for respondents were "less experienced nurses," operationally defined as nurses having less than five years of professional experience, regardless of economic status, marital status, gender, and ethnicity. Less than five years of experience was chosen because of a clearer memory and proximity to being hired as opposed to those nurses who have five or more years of experience. The on-line survey was completed by 116 participants. In terms of gender, 82.1% of the sample was women and 17.9% of the sample was men. Most of the participants had a bachelor's degree (69.8%), followed by an associate's degree (21.7%). "Other" (6.3%) included currently in graduate school and or a degree from another major. The majority of the participants had 1 year to less than 2 years of experience (25%), followed by less than 1 year (20.2%). Ethnicity was predominantly Non-Latino White (38.8%), followed by Asian (28.2%). "Other" (5.4%) was comprised of Armenian and South African. The vast majority of participants were

Registered Nurse (RN) (95.2%), followed by both Nursing Supervisor (NS) and Licensed Vocational Nurse (LVN) (1.9%) and the fewest being Certified Nursing Assistant (CNA) (1%). For location in the hospital, the most common was Intensive Care Unit (ICU) (34.4%), followed by Medical/Surgical (M/S) (22.2%). "Other" (17.1%) included delivery, pediatrics, and float pool (see Appendix A Table 3 for the complete list of demographics).

Procedures

Data collection included uploading a questionnaire to internet-based SurveyMonkey.com. Recruitment of participants was initially based upon personal contacts such as family, friends, and acquaintances. Those who fit the sample's requirements then completed the online survey. Whether or not any personal contacts fit the sample requirements, they all began the snowball sampling method by inviting via e-mail their contacts that were Southern California nurses with less than five years of experience to take my online survey. The email sent to applicants inviting them to take the online survey included a letter of introduction, a brief overview of my study, the requirements to take the survey, a brief description of the survey, the hyperlink to my online

survey, a request to keep their results private, and my contact information as well as the contact information of my thesis advisor. Lastly, to continue the snowball sampling method, I asked if all participants could forward the email to any contacts they knew who fit the requirements of my study (see Appendix B for a copy of these documents).

The online survey included an informed consent form, demographic questions, job satisfaction scale, organizational commitment scale, RJP and unmet expectations section, and a debriefing statement. The anonymity of each participant in the study was protected in that the participants were not asked to provide names, nor any other source of information that may reveal their identity. Participants were also informed of the confidential manner in which the data would be handled according to the policies of California State University, San Bernardino Human Subjects Review Board. Completion time for the survey ranged between 15-20 minutes. Upon completion of the survey, the last page included the administrator's contact information regarding questions or concerns (see Appendix B for a copy of these documents).

Measures

Demographics

There were seven items administered that followed a multiple choice scale with an optional "other" category that allowed participants to submit answers that were not provided in the answer options. The questions asked regarded gender, age, educational status, work experience, race/ethnicity, primary job title, and primary location in the hospital (see Appendix A Tables 2 and 3 for specific items).

Realistic Job Preview and Unmet Expectations

The four RJP questions developed by the author addressed whether respondents received realistic information prior to starting their jobs (yes/no), if their current hospital provided them with any realistic information prior to starting their jobs (yes/no), to indicate the type of realistic information that was provided along with the time that it was administered, and to rate how realistic they found the information presented to them during the application process on a 10 point scale.

Expectations were measured by two scales. The amount of realism a new nurse encountered during the application process was measured by Feldman's (1976) Realism Scale

which asked participants three statements regarding their entry into their current organization and how descriptive they found each statement. The reliability of the scale in my study was .80. In addition, Unmet Expectations was measured by a scale developed by Bretz and Judge (1994) which divided unmet expectations into two categories: Job Organization Perception and Individual Expectation. Each category contained 15 items and used a Likert-type response scale that asked participants to indicate how descriptive each statement was regarding their current organizational environment or expectations when they started their current job. The reliability for this scale was found to be .83 for the individual scale and .85 for the organizational scale (see Appendix B for specific items).

Job Satisfaction

Spector's (1997) job satisfaction survey used 36 items to describe nine key job facets (four items per facet). The job facets included pay, promotion, supervision, benefits, contingent rewards, operating procedures, coworkers, nature of work, and communication. In terms of reliability of the scales, Fields (2002) found the coefficient alpha for pay was .75, promotion .73, supervision .82, benefits .73, contingent rewards .76,

operating procedures .62, coworkers .60, nature of work .78, and communication .71. Blau (1999) found coefficient alpha for the complete scale was .89. In the present study, the coefficient alpha of pay was .82, promotion .70, supervision .89, benefits .75, contingent rewards .83, operating procedures .61, coworkers .68, nature of work .81, communication .75, and the overall scale .93. It should be noted that operating procedures were based on three items as opposed to the four used in Spector's (1997) scale. The items were: Many of the rules and procedures make doing a good job difficult, I have too much to do at work, and I have too much paperwork, in order to increase the alpha reliability of the scale. In terms of validity, Blau (1999) found in his longitudinal study job satisfaction correlated positively with expected job utility and professional commitment in the previous year, and the extent of downsizing, shift assignment, and professional commitment in the current year.

Organizational Commitment

The Organizational Commitment Scale (OCS) was developed by Balfour and Weschsler (1996) and used nine items to measure three dimensions of overall organizational commitment: commitment based on affiliation or pride in the organization, commitment based on

identification with the organization, and commitment based on satisfactory exchange with the organization resulting in appreciation of the individual by the organization. In terms of reliability, Balfour and Weschsler's (1996) found coefficient alpha values were .81 for affiliation commitment, .72 for identification commitment, and .83 for exchange commitment. In the present study, the coefficient alpha for affiliation commitment was .83, identification commitment .71, exchange commitment .84, and the overall scale .91. In terms of validity, Kacmar, Carlson, and Brymer (1999) utilized confirmatory factor analysis and discovered that the three-dimensional model of the OCS fit the data better than a one-dimensional version (see Appendix B for specific items).

Turnover Intention

To assess nurses turnover intentions, Christie and Shultz's (1998) Turnover Scale was utilized. Their scale contains three items asking participants how frequently they thought about changing their job, leaving their organization, and how often they engage in job searches (see Appendix B for specific items). Shultz and Christie (1998) reported a reliability of .82. The overall reliability for this study was .83.

Intention to Remain in Nursing

The final question respondents answered was developed by the author. Participants who indicated that they wanted to leave their current job were asked what their likelihood was of remaining in the field of nursing. The scale used was a Likert type scale from 0 to 10. Extremely unlikely being 0 and Extremely likely being 10 (see Appendix B for specific items).

CHAPTER THREE

RESULTS

Prior to testing the three hypotheses, all test items in the online survey were examined for outliers, skewness, and missing data. The predictor variables were: How realistic the person thought the RJP was. Demographic variables were gender, age, educational status, work experience, ethnicity, primary job title, and primary location in the hospital. The dependent variables were: job satisfaction and organizational commitment. Lastly, there was a mediation test to examine whether unmet/met expectations mediated the relationship between RJP and organizational commitment and between RJP and job satisfaction.

A total of 116 respondents completed the online survey. However, there were missing cases in RJP Timing, Turnover Intentions, Organizational Commitment, and Job Satisfaction. In RJP Timing there were 16 missing cases, making up 14.2% of the data and leaving a sample size of 97 respondents. A total of 113 respondents completed the turnover intentions section with 21 missing cases, making up 18.6% of the data but only 92 respondents answered fully. Organizational Commitment had a total of 113

respondents with 14 missing cases, making up 12.4% of the data but only 99 respondents answered fully. Job Satisfaction had a total of 113 respondents with 14 missing cases, making up 12.4% of the data but only 99 respondents answered fully (see Appendix A Table 1 for specific items).

Of the 116 respondents, 83.8% reported that they had received a RJP prior to starting their career while 16.2% did not report having received a RJP. For type of RJP, most reported School and/or Clinicals (54%), followed by Friend (41.6%), and Exposure (40.7%). When asked if there was a RJP provided by their hospital, 84.5% reported yes while 15.5% reported no. When asked how the hospital provided RJP information, the most frequently cited methods were Orientation (65.5%), followed by Interview (53.1%), and Welcome Packet (44.2%). Lastly, when asked when the RJP was administered, 54.6% reported After Hire, 34% reported During Recruitment, and 11.3% reported During Selection (see Appendix A Table 3 for a detailed listing).

Test of Hypotheses and Research Questions

Correlations, Hierarchical Regression, and Analysis of Variance (ANOVA) were performed to assess the three hypotheses and six research questions. Correlations were

used to examine the relationships between RJP and unmet/met expectations, RJP and job satisfaction, and RJP and organizational commitment.

To test if the unmet/met expectations variable was a mediator between RJP and job satisfaction along with organizational commitment, a Hierarchical Regression was performed and three conditions needed to be met: First, the relationship between the predictor of RJP and the mediator of unmet/met expectations must be significant. Second, variations in the predictor as well as the mediator should significantly account for variations in the dependent variables of job satisfaction and organizational commitment. Third, regressing the dependent variables on both the independent variable RJP and on the mediator unmet/met expectations should lead to a decrease in the predictor's regression weight. To test the mediation, the Sobel test (1982) was conducted to calculate the critical ratio as a test of whether the indirect effect of the IV on the DV via the mediator is significantly different from zero.

Specifically, the Sobel test equation is $z\text{-value} = a*b/\text{SQRT}(b^2*s_a^2 + a^2*s_b^2)$, where a , b , and c are path coefficients and the values in the parenthesis are standard errors of the path coefficients. The raw

(unstandardized) regression coefficient for the association between predictor and mediator is "a." The standard error of "a" is "sa." The raw coefficient for the association between the mediator and the criterion is "b:" Lastly, the standard error of b is "sb." To obtain a and sa, a regression analysis was run predicting the mediator. In order to obtain b and sb, another regression analysis was run with the predictor and mediator predicting the DV. Lastly, a series of ANOVAs was utilized to examine the research questions and determine if the predictors of RJP timing and medium had an effect on the dependent variables job satisfaction, organizational commitment, and turnover intentions (see Appendix A Table 5 for specific items).

Correlation Results for the Relationship Between Realistic Job Preview and Unmet Expectations

There was a significant correlation of $r = -.40$ between RJP and Unmet Expectations. Specifically, those respondents who perceived they had a more realistic RJP reported lower Unmet Expectations (Fit), thus supporting hypothesis 1. In addition, there was a significant correlation of $r = .54$ between RJP and Met Expectations. Specifically, those respondents who perceived they had a more realistic RJP reported higher Met Expectations (Realism). Additionally, the correlation between RJP and

job satisfaction was significant at $r = .56$, thus supporting hypotheses 2a. Lastly, the correlation between RJP and organizational commitment was significant at $r = .56$, thus supporting hypothesis 2b. Overall job satisfaction and overall organizational commitment were significant at $r = .39$ (See Appendix A Table 4 for the full correlation matrix).

Hierarchical Regression to Test for Mediator Effects of Unmet/Met Expectations with Realistic Job Preview, Job Satisfaction, and Organizational Commitment

A Hierarchical Regression was run twice with two different mediators to test the effects of RJP on job satisfaction and organizational commitment. The first mediator was "Unmet Expectations" (as operationalized by Bretz and Judge's Expectation or Fit scale) and the second mediator was "Met Expectations" (as operationalized by Feldman's Realism scale). The regression first established that there is in fact a relationship between RJP and unmet expectations with ($b = -1.995$, $t(91) = -4.139$, $p < .05$). It was then determined that both RJP and unmet expectations used as predictors significantly predict job satisfaction ($b = -.034$, $t(90) = -6.674$, $p < .05$). The Sobel Test also indicated significance with a test statistic of 3.57, $p < .05$, thus supporting hypothesis 3a.

Additionally, it was determined that both RJP and unmet expectations used as predictors affect the post hire outcome of organizational commitment ($b = -.058$, $t(90) = -6.451$, $p < .05$). The Sobel Test also indicated significance with a test statistic of 3.51, $p < .05$, thus supporting hypothesis 3b.

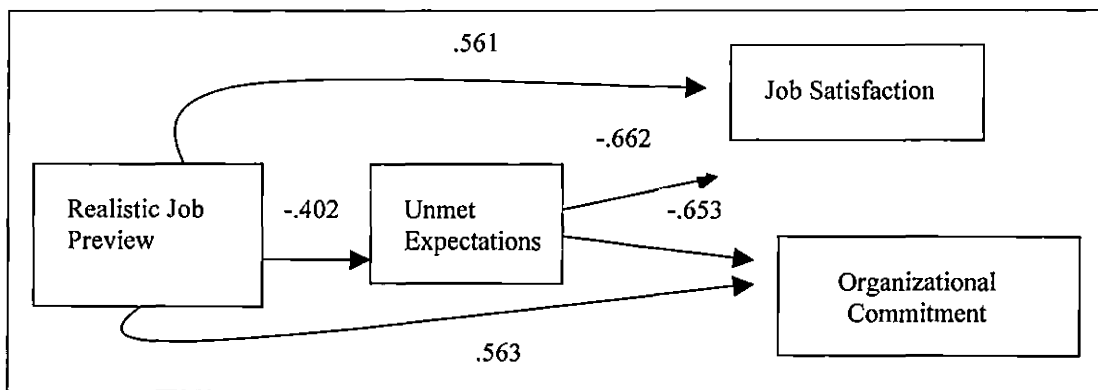


Figure 2. Observed Relationships between Realistic Job Preview, Unmet Expectations, and Post-Hire Outcomes of Job Satisfaction and Organizational Commitment

Running another Hierarchical Regression, the same relationship was examined but this time, "Met Expectations" was the mediator (as operationalized by Feldman's 3-item Realism Scale). The regression first established that there is in fact a relationship between RJP and Met Expectations with ($b = .271$, $t(87) = 5.971$, $p < .05$). It was then determined that both RJP and Met

Expectations used as predictors affect post hire outcome of job satisfaction ($b = .150$, $t(86) = 2.275$, $p < .05$). The Sobel Test also indicated significance with a test statistic, 2.126, $p < .05$, thus supporting hypothesis 3a. Additionally, it was determined that both RJP and Met Expectations used as predictors affect post hire outcome of organizational commitment ($b = .284$, $t(86) = 2.529$, $p < .05$). The Sobel Test also indicated significance with a test statistic, 2.53, $p < .05$ thus supporting hypothesis 3b.

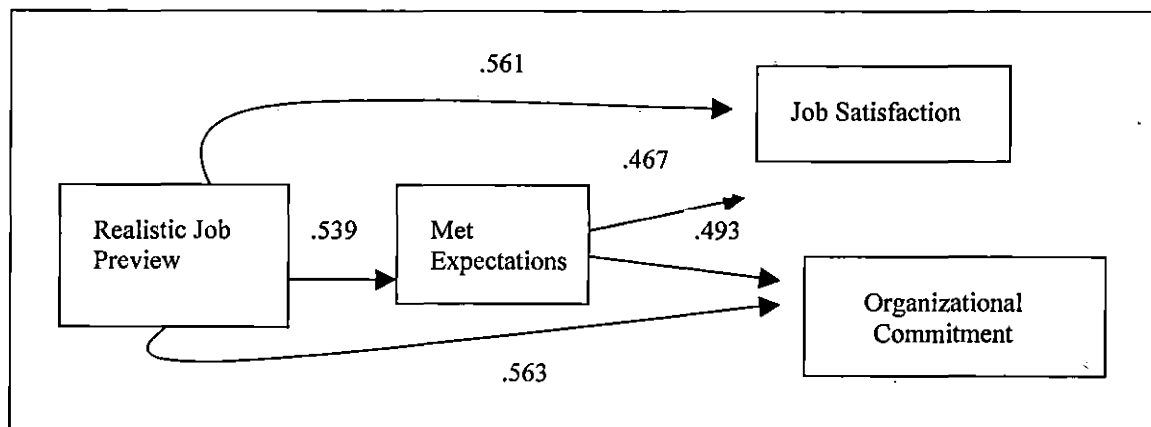


Figure 3. Observed Relationships between Realistic Job Preview, Met Expectations, and Post-Hire Outcomes of Job Satisfaction and Organizational Commitment

ANOVA for Research Questions

Separate one-way ANOVA's were calculated to examine for mean differences in job turnover intentions, job

satisfaction, and organizational commitment as a function of RJP timing and type. Research question 1 was partially supported in that there were significant mean differences in some of the various dimensions of job satisfaction for nurses as a function of the timing of the RJP.

Specifically, those who received a RJP during recruitment were significantly higher in benefits satisfaction than those who received the RJP after hire (All ANOVA information is displayed in Appendix A Table 5).

Research question 2 was also partially supported and found significant mean differences in various dimensions of organizational commitment for nurses as a function of timing of the RJP. Specifically, those who received a RJP during recruitment and during selection were higher in affiliation commitment than those who received the RJP after hire. Additionally, those who received a RJP during recruitment and during selection were higher in exchange commitment than those who received the RJP after hire. Lastly, it was found that those who received a RJP during selection were higher in identification commitment than those who received the RJP during recruitment or after hire (see Appendix A Table 5).

Research question 3 was also partially supported in that there were significant mean differences in promotion

satisfaction as a function of medium used to present the RJP. It was discovered that those who received realistic information from a friend were higher in communication satisfaction, rewards satisfaction, and work satisfaction. As for those who received a RJP from a college fair or career day, they were higher in promotion satisfaction than those who did not. The ones who received a referral were found to have high communication satisfaction, promotion satisfaction, reward satisfaction, and supervisor satisfaction. Participants who received realistic information from schools/clinicals were higher in supervisor satisfaction. Lastly, those who had exposure were higher in promotion satisfaction and supervisor satisfaction (see Appendix A Table 5).

Research question 4 was also partially supported and found significant mean differences in several different dimensions of organizational commitment for nurses as a function of medium used. Those who received realistic information from a friend were found to have higher affiliation commitment, exchange commitment, and identification commitment. Additionally, those who received realistic information from a college fair or career day were higher in affiliation commitment, exchange commitment, and identification commitment. As for those

who received realistic information from a referral, they had higher affiliation commitment and identification commitment. Those who received realistic information from school/clinical reported higher exchange commitment and identification commitment. Lastly, those who received realistic information from exposure reported higher affiliation commitment and exchange commitment (see Appendix A Table 5).

Research question 5 was the only research question that was not supported, therefore timing of the RJP was unrelated to the different facets of job turnover intentions for nurses.

Lastly, research question 6 was partially supported and found significant mean differences in the different facets of job turnover intentions for nurses as a function of medium used. Those who completed an internship had lower frequency of thinking about changing their job in the last 6 months. As for those who received realistic information from a friend, they did not frequently think about changing their organization in the next 6 months or actively engage in job search activities. Lastly, those who attended a college fair or career day thought less frequently about changing their job in the last 6 months (see Appendix A Table 5). It should also be noted that

overall, the effect sizes were relatively low for all the ANOVAs with the eta-squared values ranging between .04 and .13.

CHAPTER FOUR

DISCUSSION

Moser (2005) discovered that met expectations mediate the relationship between recruitment sources (internal vs. external) and post-hire outcomes (job satisfaction and organizational commitment). The present study expounded on his results by stating that unmet expectations mediate the relationship between RJP and the post hire outcomes of job satisfaction and organizational commitment. Specifically, more realistic RJPs would lower unmet expectations and increase the post hire outcomes while having a less realistic RJP prior to starting a job in the nursing field would result in higher unmet expectations, thus decreasing the post hire outcomes.

Test of Hypotheses

Hypothesis 1

The more realistic a person views a Realistic Job Preview, the lower their unmet expectations will be.

The results of the study revealed a significant correlation between RJP and Unmet Expectations (as measured by Bretz and Judge's Fit scale), as well as Met Expectations (as measured by Feldman's Realism scale). Therefore, those respondents who perceived they had a more

realistic RJP reported lower unmet expectations and higher met expectations, thus supporting hypothesis 1 and mirroring the finding of Moser (2005) who found internal recruitment sources lower unmet expectations. However, the relationship makes use of RJP as opposed to recruitment sources but still produces the same effect as reported by Moser (2005) with unmet and met expectations. This significant relationship also supports the findings of Dickerson (2008) who found that met expectations indicated that a candidate who received a RJP had less inflated expectations prior to starting their new jobs. Thus, with the lowered expectation, the likelihood of disappointment and overall dissatisfaction with the position was reduced.

Additionally, the results also support Gould (2006) who had respondents answer the question: "Thinking back to when you came into nursing, is it all you expected it to be?" Respondents answered by expressing their disappointment when they discovered that patients were not always as grateful as they had anticipated, nursing involves so much administration, and that services are not always patient-focused. In this survey, we administered a similar question that asked respondents to answer in Likert-type fashion "Taken together, how realistic do you feel that this information was?"

Hypothesis 2a

The more realistic a person views a Realistic Job Preview the higher their reported job satisfaction

This study also revealed that there was a relationship between RJP, job satisfaction, and organizational commitment. Specifically, presenting a RJP to applicants results in higher job satisfaction and organizational commitment. Breaugh and Starke (2000) reported that one of the many results of RJP administration is higher job satisfaction in the newly hired employees, which is supported by this study with a significant correlation between realism of the RJP and job satisfaction, thus supporting hypotheses 2a. This finding suggests that with RJP administration, coping mechanisms ensue that allow nurses to transition into their new jobs easier. This finding is similar to Dickerson (2008), who found that the concept of coping ability indicates that a candidate may more successfully cope with the changes of a position, if he/she had a good realistic preview.

Hypothesis 2b

The more realistic a person views a Realistic Job Preview the higher their reported organizational commitment

Like job satisfaction, organizational commitment was found to increase with the presentation of a RJP. The correlation between RJP and organizational commitment was significant, thus supporting hypothesis 2b. These results illustrate that a RJP helps new nurses assimilate to their new organization, and their expectations are more likely to be met during the initial working period, supporting Billsberry (2007) contention that the RJP's are created to lower inaccurate perceptions of jobs held by applicants. The findings are also similar to those of Mowday, Steers, and Porter (1979) who stated that organizational commitment is the relative strength of an individual's identification and involvement in a particular organization that is characterized by a strong belief and acceptance of the organization's goals and values. Further, the findings suggest that with RJP distribution there is sense of role clarity with the job and organization, thus making it easier for employees to become committed to the organization. This is shared by Bhaskar-Shrinivas, Harrison, Shaffer, and Luk (2005) who

state that role clarity helps reduce work stress and has potential to spill over and minimize non work difficulties.

Hypothesis 3a

Unmet expectations mediate the relationship between Realistic Job Preview and job satisfaction. High unmet expectations will decrease job satisfaction while lower unmet expectations will increase job satisfaction

It was found that unmet and met expectations mediate the relationship between RJP, job satisfaction, and organizational commitment. The first mediator was "Unmet Expectations" and the regression first established that there is in fact a relationship between RJP and unmet expectations. It was then determined that both RJP and unmet expectations used as predictors significantly predict job satisfaction, thus supporting hypothesis 3a. The results for unmet expectations illustrate that with high unmet expectations, lower job satisfaction ensues, which support the findings of Mobley, Griffeth, Hand, and Meglino (1979) who found that those who failed to receive realistic information found their jobs unpleasant, leading to job dissatisfaction. Additionally, the results from the Southern California nurses were also found to be consistent with the findings of Daehlen (2007), who

surveyed nurses in Sweden and found that the reality-shock that new nurses encounter in their new jobs negatively affect their job satisfaction.

When the mediation test was run with "Met Expectations," the results changed direction as predicted. The regression first established that there is in fact a relationship between RJP and Met Expectations. It was then determined that both RJP and Met Expectations used as predictors affect post hire outcome of job satisfaction, thus supporting hypothesis 3a and evidencing with high Met Expectations from the RJP, high job satisfaction follows. These results support the theorem of Heslop, Smith, Metcalfe, Macleod, and Hart (2002) who state that the concept of job satisfaction is the discrepancy between what an individual expects, needs, or values about his or her job compared with how much the job actually delivers.

Hypothesis 3b

Unmet expectations mediate the relationship between Realistic Job Preview and organizational commitment. High unmet expectations will decrease organizational commitment while low unmet expectations will increase organizational commitment

Like Hypothesis 3a, it was determined that both RJP and Unmet Expectations used as predictors affect

organizational commitment. The Sobel Test also indicated significance, thus supporting hypothesis 3b, demonstrating that organizational commitment is affected by unmet expectation. These results support the findings of McNeese-Smith (2001) who tested Los Angeles nurses and found that certain needs are expected by nurses upon starting their jobs. However, when these needs are not met, nurses' level of organizational commitment are negatively affected, a finding similar to that of Wagner (2007), who states that if organizational commitment is not paid considerable attention, negative outcomes typically follow, namely turnover intentions. Additionally, it was determined that both RJP and Met Expectations used as predictors affect post hire outcome of organizational commitment. A similar study with Lent, Nota, Soresi, and Ferrari (2007), used high school seniors who had preconceived notions regarding their choice of major. Their findings were similar to ours in that their results illustrated diminished expectations as a result of receiving a RJP.

Test of Research Questions

The study further examined questions that have surrounded RJP's but are, as to date, unanswered.

Specifically, the type and timing of the RJP in relation to the post-hire outcomes of job satisfaction, organizational commitment, and turnover intentions were examined. The results revealed that RJPs affected job satisfaction when they were administered either during recruitment or after hire and that the most successful types of RJPs came from friends, college fairs/career days, referrals, schools/clinicals, and exposure. Organizational commitment, however, was found to be affected when RJPs were administered during recruitment and during selection, which contradicts Phillip's (1998) who distributed RJPs during work orientations and concluded that RJPs are only effective when given during a job orientation. The most successful types of RJPs for higher levels of organizational commitment came from friends, college fairs/career days, referrals, schools/clinicals, and exposure. Lastly, turnover intentions were not affected by the timing of RJP presentation, but were affected by type, specifically internships, friends, and college fairs/career days. The findings illustrate that the common thread between the successful types of RJPs were that they were all face to face interactions, which support Colarelli (1984) who

found that a face-to-face RJP was more effective than a written RJP with regard to employee retention.

In summary, the results of this study show that it is more important to present the RJP during either recruitment or selection to increase job satisfaction and organizational commitment. This finding supports Breaugh (2008) who feels a RJP should not be considered a recruitment mechanism if it is provided to individuals who have already started work. Also, it was found that the source or medium of the RJP made a difference in nurses' job satisfaction, organizational commitment, and turnover intentions. Specifically, the favorable sources or mediums for job satisfaction being friends (communication satisfaction, rewards satisfaction, and work itself satisfaction), career days/college fairs (promotion satisfaction), referrals (communication satisfaction, promotion satisfaction, rewards satisfaction, and supervisor satisfaction), school (supervisor satisfaction), and exposure (promotion satisfaction and supervisor satisfaction). The favorable sources or mediums for organizational commitment were friend (affiliation commitment, exchange commitment, and identification commitment), college fair and or career day (affiliation commitment, exchange commitment, and identification

commitment), referrals (affiliation commitment and identification commitment), school/clinical (exchange commitment and identification commitment), and exposure (affiliation commitment and exchange commitment). Lastly, the favorable sources or mediums for turnover intentions were internship (changing jobs), friend (leave the organization and perform job search activities), and college fair/career day (changing jobs).

This finding was particularly important in addressing qualified applicants who self-select out of the application process. The findings match those of Breaugh et al (2008) who found that many job applicants either have an incomplete and/or inaccurate understanding of what a job opening entails, are unsure of what they want from a position, lack a self-insight with regard to their knowledge, skills, and abilities and are unable to accurately predict how they will react to the demands of a new position. It is important to note, however, that the findings for timing and its effects on turnover intentions were non significant. While this caused concern we later found in previous research that this was a common finding. A meta-analysis of 20 field studies by McEvoy and Casico (1985) found a small correlation of $r = .09$ between RJPs and turnover intentions while Phillips' (1998) found that

the mean correlation for RJPs on turnover intentions was $r = -.06$ across 40 studies.

It is also important to note that while the hypotheses and research questions were significant, the effect sizes were relatively small. Therefore, there are likely other factors that also predict job satisfaction, organizational commitment, and turnover intentions that need to be further explored. Otherwise, if organizations are able to capitalize on these findings to create their RJPs for their recruitment and selection process, they would be able to select qualified applicants while also reducing turnover intentions.

Significance and Implications

According to Breugh (1992) the history of RJPs span more than 50 years. Over its rich history, several factors have played integral roles in shaping the RJP into what it is today. Such factors include technology, research, psychological theorems, cultural and historical changes in the workforce, laws, public policies, and advances in educational opportunities. Throughout its rich history, it was typical to find RJP research up to date on such factors influencing the field. However, the progress

towards furthering RJP research has become stagnant, and RJP research has become minimal in recent years.

Therefore, a need for current RJP research in several important areas arose. One area requiring further explanation was on why qualified applicants self-select out of the application process upon receipt of a RJP: According to Meglino et al. (2000) applicants with previous job experiences tend to have leverage and an advantage in understanding and evaluating job openings. Another unsolved problem is why RJP fail to work on applicants applying for more complex jobs. An example is from Breugh (2008) who noted that much of the RJP research has been conducted on college students applying for entry level positions rather than complex jobs. Lastly, it remains unseen as to why RJP are ineffective when an applicant is already loyal to a profession or company. Breugh (2008) found that providing a RJP to an applicant with a previous opinion of what a position with an employer involves may not affect his or her initial opinion.

Using nurses as a sample helped to shed light on these questions. The nursing profession is a complex job, with a multifaceted set of tasks, assignments, requirements, and skills. As exposure prior to the actual

job, nurses have to undergo "clinicals", which help them become qualified applicants due to the direct exposure to the hands-on work with their patients. Consequently they develop a sense of loyalty to the profession from the clinicals and the learning that takes place in the classroom. However, while these clinicals are intended to provide a real life workplace, it has been known to fail when nurses have to make the transition from classroom to practice. Daehlen (2008) states that newly graduated nurses experience a conflict between the ideals and values they learn in school versus those they actually encounter in everyday practice in their work setting (e.g., at a hospital). This dilemma was ideal for RJP experimentation because it remained to be seen if providing realistic information could help aid the classroom to practice transition for new nurses.

Additionally, it was previously noted that there is a need for new literature regarding nursing and organizational commitment: "Although the selection of predictor variables in turnover studies does not vary greatly, one fairly used variable-organizational commitment-is not routinely employed in nursing turnover studies" (Wagner, 2007, p. 234). Thus, the study was able to shed new light on this topic in regards to

organizational commitment and its relationship to met and unmet expectations for incoming nurses. Specifically, that met expectations through the use of RJP presentation is associated with both higher job satisfaction and organizational commitment. These results help by contributing information for further study on easing the transition for new nurses into the workforce and to also help organizations strategize on how to attain the commitment of their nurses through the use of RJP.

The question of whether unmet expectations serve as a mediator between RJP and post hire outcomes was also answered. The significant findings are congruent with Moser's (2005) study and have implications for HR management, managers, and recruiters. Based upon the findings, if HR were to provide RJP, the result would be employees who are more satisfied with their work and are loyal to the organization because their expectations were met upon starting work. Additionally, those applicants who are presented with the RJP and feel that nursing and or the organization is not a proper fit for their needs self select out of the application process, thus saving the organization time and money and saving the applicant from an unfit job. Lastly, nursing schools can improve their clinicals to provide a more realistic picture to their

students and lower their inflated expectations prior to entering the nursing field. A recommendation would be for nursing students to shadow a nurse throughout her shift or to complete a certain number of work hours in a real life hospital environment that a fully hired nurse would encounter on a daily basis. Such a preview would help those who feel they are fit for nursing by improving their transition to their jobs after graduation. Those who feel they are unfit can switch majors, which is less difficult than finding another career choice once they have completed their degree.

Lastly, we addressed whether RJP timing and type had an effect on the post hire outcomes of job satisfaction, organizational commitment, and turnover intentions. It has been shown that contributions towards the timing and type of RJP have dwindled, evidenced by the lack of research post 2000. Additionally, past research has shown varying results on what types of RJP are effective and when is the best time for RJP administration to get the best desired effects. Wanous and Reichers (2000) make an argument for timing, stating that most previous reviews of RJP have included studies where a RJP was presented to applicants either: (a) after job choice, but before entry, and (b) after both job choice and after entry.

In regards to type, the results supported a 25 year old theorem by Colarelli (1984) who found that a face-to-face RJP was more effective than a written RJP with regard to employee retention. One recommendation would be for companies to come up with a standard RJP that capitalizes on testimonials and comments from current employees, recruiters, interns, and doctors that is more akin to how a friend or parents would present a RJP. This information would benefit organizations because they would be able to strategize which RJP to create based upon face-to-face interaction. It is important to note that with the recent advances in technology, new avenues for RJP type should be explored. Examples of using technology and face-to-face interaction are interactive websites with video and audio clips for visitors. Additionally, organizations would also be able to gauge when to administer their RJP to their applicant pool for the optimal results knowing that the distribution time should be prior to hiring. A recommendation would be to administer a link to applicants that leads them to an interactive website after they submit their applications. Another would be to provide the RJP during the interview after the applicant has answered all the questions of the interview panel. Having an understanding of when to

administer a RJP and which type is most effective will help increase job satisfaction, organizational commitment, and lower turnover intentions.

Limitations and Future Study

Three limitations were present in the study. First, it could not necessarily be generalized to a wider population because the sample was only comprised of Southern California nurses, not nurses nationwide or even worldwide. Also, snowball sampling can result in a potentially biased sample of a given population as opposed to sampling the population as a whole. The second limitation was not having accessible paper and pencil surveys. The study's survey was available only online for participants and access to a computer was necessary. Perhaps if paper and pencil surveys were available, more, and potentially different, respondents would have been able to answer immediately as opposed to searching for a computer. Additionally, for nurses were less technologically advanced, a paper and pencil survey may have been more favorable. As a result, we may have obtained a somewhat different sample if we had administered the survey in paper and pencil format in addition to on-line.

The third limitation was that there was no control over participants inadvertently biasing future participants by revealing the nature of the study, survey, or their own results. While participants were asked to keep their results private and to forward the survey onto their personal contacts, they may have unconsciously revealed relevant information in the process of them recruiting participants. On few occasions, past respondents would continue the snowball sampling but unintentionally revealing information such as telling the future respondents that "it is a survey on nursing job satisfaction" or that "they will ask you what you encountered when you first started nursing." To assess whether or not participants were inadvertently biasing future participants, an ANOVA was performed to see if there was a bias that affected Job Satisfaction, Organizational Commitment, and RJP. Participants were separated into three separate time groups: Participants 1 comprised of nurses who took the study the earliest, Participants 2 comprised of nurses who took the survey towards the middle of data collection, and Participants 3 comprised of the nurses who took the survey towards the end of data collection. It was found that Organizational Commitment was affected by inadvertent biasing, with

Participants 2 having a lower mean than Participants 1 (See Appendix A Table 6). However, the effect size was small and no clear linear trend emerged, hence it does not appear that early participants biased later participants in any systematic way.

Future study should include a larger sample in terms of scope, geography, and demographics. Suggestions are to make the nursing sample extend to all of California or to the United States. Another suggestion for future study would be to include accessible paper and pencil tests that can be mailed, administered in a group setting, or taken in places that do not have a computer. Lastly, the hypotheses and research questions can be followed up in more detail or examine new variables. Examples would be to examine how RJP type and timing would have an effect on actual turnover, as opposed to turnover intentions. Another example would be to examine other post-hire outcomes such as stress, fatigue, and counter productive work habits (e.g., theft) and how they relate to RJP and unmet expectations.

APPENDIX A

TABLES

Table 1.

Variables Containing Missing Data

Variable Name	Number Missing	Percent Missing
RJP Timing	16	14.2
Turnover Intentions	21	18.6
Organizational Commitment	14	12.4
Job Satisfaction	14	12.4

Table 2.

Descriptive Statistics-Continuous

Variable	Mean	Std. Deviation	N	Min	Max
Age What is your age?	30.17	7.67	103.00	21.00	60.00
Benefits	15.74	4.08	99.00	4.00	24.00
Co-Workers	17.56	3.52	99.00	5.00	24.00
Communication	16.40	3.64	99.00	7.00	23.00
Operating Procedure	9.34	3.09	99.00	4.00	18.00
Promotion	15.58	3.66	99.00	5.00	24.00
Reward	15.14	4.32	99.00	5.00	24.00
Supervisor	18.27	4.19	99.00	7.00	24.00
Work Itself	19.77	3.14	99.00	9.00	24.00
Pay	15.24	4.36	99.00	4.00	24.00
Overall Job Satisfaction	4.07	0.65	99.00	89.00	203.00
Affiliation	5.06	1.33	99.00	2.00	7.00
Exchange	4.52	1.45	99.00	1.33	7.00
Identification	5.72	1.03	99.00	2.00	7.00
Overall Average	5.10	1.15	99.00	2.00	7.00
Turnover Intentions Average	3.69	2.45	92.00	1.00	10.00
Unmet Expectations	17.66	9.89	93.00	0.00	42.00
Met Expectations	3.33	1.01	89.00	1.33	5.00

Table 3.

Descriptive Statistics-Categorical

	Variable	Freq.	%
Gender	Male	19	17.9%
	Female	87	82.1%
Education	Vocational	2	1.9%
	Associates	23	21.7%
	Bachelors	74	69.8%
	Graduate	7	6.6%
	Other	7	6.3%
Experience	<1 year	21	20.2%
	1 year to less than 2 years	26	25.0%
	2 years to less than 3 years	20	19.2%
	3 years to less than 4 years	14	13.5%
	4 years to less than 5 year	16	15.4%
	5 years or more	7	6.7%
Race	American Indian or Alaskan Native	1	1.0%
	Non-Latino Black or African American	10	9.7%
	Hispanic or Latino	12	11.7%
	Non-Latino White	40	38.8%
	Native Hawaiian or Pacific Islander	11	10.7%
	Asian	29	28.2%
	Other	6	5.4%
Job Title	Certified Nursing Assistant	1	1.0%
	Licensed Vocational Nurse	2	1.9%
	Nursing Supervisor	2	1.9%
	Registered Nurse	99	95.2%
	Other	1	0.9%

Variable		Freq.	%
Location	Intensive Care Unit	31	34.4%
	Critical Care Unit	4	4.4%
	Emergency Room	2	2.2%
	Recovery Room	3	3.3%
	Operating Room	2	2.2%
	Oncology	7	7.8%
	Medical/Surgical	20	22.2%
	Neurology	1	1.1%
	Step-Down Unit	3	3.3%
	Orthopedics	1	1.1%
	Rehabilitation	3	3.3%
	Telemetry	13	14.4%
	Other	19	17.4%
RJP receipt prior to starting career	yes	83	83.8%
	no	16	16.2%
If yes, check all that apply	yes	10	8.8%
	Pamphlet	0	0.0%
	Internship	31	27.4%
	Friend	47	41.6%
	College fair/career day	22	19.5%
	Video	3	2.7%
	Parents and/or relatives	29	25.7%
	Referral	11	9.7%
	School and/or clinicals	61	54.0%
	Exposure	46	40.7%
	Volunteering	27	23.9%
	Other	4	3.6%

Variable		Freq.	%
RJP provided by hospital	yes	82	84.5%
	no	15	15.5%
If yes, check all that apply	yes	19	16.8%
	Pamphlet	0	0.0%
	Tour	42	37.2%
	Website link	23	20.4%
	Video	14	12.4%
	Interview	60	53.1%
	Orientation	74	65.5%
	Welcome packet	50	44.2%
	Other	4	3.6%
When was RJP receipt from hospital	During Recruitment	33	34.0%
	During Selection	11	11.3%
	After Hire	53	54.6%

Table 4.

Correlation Matrix

Variables	2.00	3.00	4.00	5.00	6.00	7.00	8.00	9.00	10.00	11.00	12.00	13.00	14.00	15.00	16.00	17.00	18.00
1. RJP	-0.40	0.54	0.38	0.40	0.40	0.27	0.41	0.27	0.34	0.43	0.54	0.56	0.53	-0.52	0.47	0.56	-0.39
2. Unmet Expectations	-	-0.33	-0.56	-0.56	-0.44	-0.50	-0.59	-0.18	-0.36	-0.16	-0.62	-0.66	-0.40	-0.60	-0.71	-0.65	0.34
3. Met Expectations		0.80	0.38	0.42	0.33	0.37	0.36	0.25	0.09	0.40	0.38	0.47	0.43	0.40	0.46	0.49	-0.40
4. Pay			0.82	0.53	0.38	0.64	0.47	0.26	0.30	0.18	0.43	0.70	0.33	0.47	0.58	0.52	-0.29
5. Promote				0.70	0.39	0.41	0.49	0.23	0.33	0.29	0.56	0.70	0.43	0.54	0.65	0.61	-0.33
6. Supervisor					0.89	0.32	0.57	0.28	0.49	0.53	0.48	0.72	0.57	0.56	0.58	0.67	-0.55
7. Benefits						0.75	0.39	0.27	0.19	0.12	0.39	0.62	0.40	0.37	0.49	0.47	-0.33
8. Rewards							0.83	0.45	0.42	0.41	0.69	0.80	0.47	0.59	0.76	0.69	-0.38
9. Operating Procedure								0.61	0.27	0.33	0.55	0.57	0.36	0.37	0.33	0.39	-0.16
10. Co Workers									0.68	0.38	0.44	0.61	0.42	0.43	0.35	0.44	-0.33
11. Work										0.81	0.49	0.58	0.59	0.47	0.40	0.53	-0.55
12. Communication											0.75	0.81	0.61	0.68	0.70	0.74	-0.39
13. Overall JS												0.93	0.67	0.74	0.80	0.82	-0.52
14. Identification													0.71	0.70	0.62	0.83	-0.52
15. Affiliation														0.83	0.81	0.94	-0.41
16. Exchange															0.84	0.92	-0.42
17. Overall OC																0.91	-0.49
18. Turnover																	0.83

** Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).

Table 5.

*Research Questions***1. Timing and Job Satisfaction**

Variable	SS	df	MS	F	Sig.	Eta ²		Means
JS-Benefits/Timing-During Recruitment	114.137	2,96	57.068	3.55	0.033	0.07	during recruitment	17.24
							during selection	14.91
							after hire	14.96
JS-Co-Workers/Timing-During Recruitment	19.13	2,96	9.57	0.76	0.47	0.02	during recruitment	18.15
							during selection	17.73
							after hire	17.19
JS-Communication/Timing-During Selection	85.34	2,96	42.67	3.35	0.04	0.07	during recruitment	17.18
							during selection	17.91
							after hire	15.53
JS-Operating Procedure/Timing-During Selection	41.59	2,96	20.8	1.84	0.17	0.04	during recruitment	13.4
							during selection	13.45
							after hire	12.09
JS-Overall/Timing-During Recruitment	6491.42	2,96	3245.71	6.66	0.002	0.12	during recruitment	155.91
							during selection	153.91
							after hire	139.02
JS-Pay/Timing-During Recruitment	177.38	2,96	88.69	5.17	0.007	0.1	during recruitment	17.12
							during selection	15.45
							after hire	14.17
JS-Promotion/Timing-During Selection	176.7	2,96	88.35	7.51	0.001	0.14	during recruitment	16.85
							during selection	17.36
							after hire	14.3
JS-Rewards/Timing-During Selection	135.63	2,96	67.82	3.78	0.03	0.07	during recruitment	16.18
							during selection	17.09
							after hire	14.09
JS-Supervisor/Timing-During Selection	131.87	2,96	65.94	4.3	0.02	0.08	during recruitment	19.51
							during selection	19.91
							after hire	17.28
JS-Work Itself/Timing-During Recruitment	16.13	2,96	8.1	0.83	0.44	0.02	during recruitment	20.27
							during selection	20.09
							after hire	19.41

2. Timing and Organizational Commitment

Variable	SS	df	MS	F	Sig.	Eta ²		Means
OC-Affiliation/Timing-During Selection	18.396	2,96	9.198	5.94	0.004	0.112	during recruitment	5.51
							during selection	5.70
							after hire	4.69
OC-Exchange/Timing-During Selection	28.072	2,96	14.036	7.52	0.001	0.138	during recruitment	5.07
							during selection	5.24
							after hire	4.04
OC-Identification/Timing-During Selection	7.451	2,96	3.726	3.707	0.028	0.073	during recruitment	5.85
							during selection	6.36
							after hire	5.51
OC-Overall/Timing-During Selection	16.24	2,96	8.12	7.05	0	0.13	during recruitment	5.47
							during selection	5.77
							after hire	4.74

3. RJP Medium and Job Satisfaction

Variable	SS	df	MS	F	Sig.	Eta ²		Means
JS-Benefits/RJP-Pamphlet	3.52	1,98	3.52	0.21	0.65	0	pamphlet	16.30
							no pamphlet	15.67
JS-Co-workers/RJP-Pamphlet	26.53	1,98	26.53	2.17	0.14	0.02	pamphlet	19.1
							no pamphlet	17.38
JS-Communication/RJP-Pamphlet	3.95	1,98	3.95	0.3	0.59	0	pamphlet	17
							no pamphlet	16.34
JS-Operating Procedure/RJP-Pamphlet	51.78	1,98	51.78	4.6	0.04	0.05	pamphlet	10.6
							no pamphlet	13
JS-Promotion/RJP-Pamphlet	37.02	1,98	37.02	2.81	0.1	0.03	pamphlet	17.4
							no pamphlet	15.37
JS-Reward/RJP-Pamphlet	0.04	1,98	0.04	0	0.96	0	pamphlet	15.2
							no pamphlet	15.13
JS-Supervisor/RJP-Pamphlet	25.95	1,98	25.95	1.48	0.23	0.02	pamphlet	19.8
							no pamphlet	18.1
JS-Work Itself/RJP-Pamphlet	6	1,98	6	0.6	0.44	0.01	pamphlet	20.5
							no pamphlet	19.69
JS-Overall JS/RJP-Pamphlet	294.51	1,98	294.51	0.54	0.47	0.01	pamphlet	151.6
							no pamphlet	145.88
JS-Benefits/RJP-Internship	0.22	1,98	0.22	0.1	0.91	0	internship	15.81
							no internship	15.71
JS-Co-workers/RJP-Internship	0.67	1,98	0.67	0.05	0.82	0	internship	17.68
							no internship	17.5
JS-Communication/RJP-Internship	0.29	1,98	0.29	0.02	0.88	0	internship	16.48
							no internship	16.37
JS-Operating Procedure/RJP-Internship	7.32	1,98	7.32	0.63	0.43	0.01	internship	12.35
							no internship	12.94

Variable	SS	df	MS	F	Sig.	Eta ²		Means
JS-Promotion/RJP-Internship	29.71	1,98	29.71	2.24	0.14	0.02	internship	16.39
							no internship	15.21
JS-Reward/RJP-Internship	66.45	1,98	66.45	3.65	0.06	.04	internship	16.35
							no internship	14.59
JS-Supervisor/RJP-Internship	28.3	1,98	28.3	1.62	0.21	0.02	internship	19.1
							no internship	17.91
JS-Work Itself/RJP-Internship	4.89	1,98	4.89	0.5	0.48	0.01	internship	20.1
							no internship	19.62
JS-Overall JS/RJP-Internship	507.1	1,98	507.1	0.93	0.34	0.01	internship	149.81
							no internship	144.93
JS-Benefits/RJP-Friend	0.11	1,98	0.11	0.01	0.94	0	friend	15.7
							no friend	15.77
JS-Co-workers/RJP-Friend	0.03	1,98	0.03	0	0.96	0	friend	17.57
							no friend	17.54
JS-Communication/RJP-Friend	78.458	1,98	78.458	6.252	0.014	0.061	friend	17.34
							no friend	15.56
JS-Operating Procedure/RJP-Friend	0.23	1,98	0.23	0.02	0.89	0	friend	12.81
							no friend	12.71
JS-Promotion/RJP-Friend	4	1,98	4	0.3	0.59	0	friend	15.79
							no friend	15.38
JS-Rewards/RJP-Friend	124.115	1,98	124.115	7.049	0.009	0.068	friend	16.32
							no friend	14.08
JS-Supervisor/RJP-Friend	53.03	1,98	53.03	3.08	0.08	0.03	friend	19.04
							no friend	17.58
JS-Work itself/RJP-Friend	71.18	1,98	71.18	7.736	0.007	0.074	friend	20.66
							no friend	18.96
JS-Overall JS/RJP-Friend	1582.22	1,98	1582.22	2.96	0.09	0.03	friend	150.66
							no friend	142.65
JS-Benefits/RJP-College Fair/Career Day	13.54	1,98	13.54	0.81	0.37	0.01	college fair/career day	15.05
							no college fair/career day	15.94
JS-Co-workers/RJP-College Fair/Career Day	11.09	1,98	11.09	0.9	0.35	0.01	college fair/career day	18.18
							no college fair/career day	17.38
JS-Communication/RJP-College Fair/Career Day	5.98	1,98	5.98	0.45	0.5	0.01	college fair/career day	16.86
							no college fair/career day	16.27
JS-Operating Procedure/RJP-College Fair/Career Day	14.34	1,98	14.34	1.23	0.3	0.01	college fair/career day	12.05
							no college fair/career day	12.96

Variable	SS	df	MS	F	Sig.	Eta ²	Means
JS-Promotion/RJP-College fair/career day	64.94	1,98	64.935	5.04	0.03	0.05	College fair/career day 17.09 no College fair/career day 15.14
JS-Rewards/RJP-College Fair/Career Day	42.25	1,98	42.25	2.3	0.13	0.02	college fair/career day 16.36 no college fair/career day 14.79
JS-Supervisor/RJP-College Fair/Career Day	52.6	1,98	52.6	3.1	0.08	0.03	college fair/career day 19.64 no college fair/career day 17.88
JS-Work itself/RJP-College Fair/Career Day	23.64	1,98	23.64	2.43	0.12	0.03	college fair/career day 20.68 no college fair/career day 19.51
JS-Overall JS/RJP-College Fair/Career Day	772.89	1,98	772.89	1.42	0.24	0.01	college fair/career day 151.68 no college fair/career day 144.96
JS-Benefits/RJP-Video	3.55	1,98	3.55	0.21	0.65	0	video 14.67 no video 15.77
JS-Co-workers/RJP-Video	7.49	1,98	7.49	0.6	0.44	0.01	video 16 no video 17.6
JS-Communication/RJP-Video	13.27	1,98	13.27	1	0.32	0.01	video 14.33 no video 16.47
JS-Operating Procedure/RJP-Video	18.18	1,98	18.18	1.57	0.21	0.02	video 10.33 no video 12.83
JS-Promotion/RJP-Video	0.03	1,98	0.03	0	0.97	0	video 15.67 no video 15.57
JS-Rewards/RJP-Video	0.7	1,98	0.7	0.04	0.85	0	video 14.67 no video 15.16
JS-Supervisor/RJP-Video	0.01	1,98	0.01	0	0.98	0	video 18.33 no video 18.27
JS-Work itself/RJP-Video	3.75	1,98	3.75	0.38	0.54	0	video 18.67 no video 19.8
JS-Overall JS/RJP-Video	276.55	1,98	276.55	0.5	0.48	0.01	video 137 no video 146.75
JS-Benefits/RJP-Parents/Relatives	0.02	1,98	0.02	0	0.97	0	parents/relatives 15.76 no parents/relatives 15.73
JS-Co-workers/RJP-Parents/Relatives	0.41	1,98	0.41	0.03	0.86	0	parents/relatives 17.66 no parents/relatives 17.51
JS-Communication/RJP-Parents/Relatives	6.21	1,98	6.21	0.47	0.5	0.01	parents/relatives 16.8 no parents/relatives 16.24
JS-Operating Procedure/	35.47	1,98	35.47	3.1	0.08	0.03	parents/relatives 11.83

Variable	SS	df	MS	F	Sig.	Eta ²		Means
RJP-Parents/Relatives							no parents/relatives	13.14
JS-Promotion/RJP-Parents/Relatives	3.69	1,98	3.69	0.27	0.6	0	parents/relatives	15.28
							no parents/relatives	15.7
JS-Rewards/RJP-Parents/Relatives	1.27	1,98	1.27	0.07	0.8	0	parents/relatives	14.97
							no parents/relatives	15.21
JS-Supervisor/RJP-Parents/Relatives	33.2	1,98	33.2	1.91	0.17	0.02	parents/relatives	19.17
							no parents/relatives	17.9
JS-Work itself/RJP-Parents/Relatives	1.61	1,98	1.61	0.16	0.69	0	parents/relatives	19.96
							no parents/relatives	19.69
JS-Overall JS/RJP-Parents/Relatives	0.07	1,98	0.07	0	0.99	0	parents/relatives	146.41
							no parents/relatives	146.47
JS-Benefits/RJP-Referral	0	1,98	0	0	0.99	0	referral	15.73
							no referral	15.74
JS-Co-workers/RJP-Referral	0.37	1,98	0.37	0.03	0.87	0	referral	17.73
							no referral	17.53
JS-Communication/RJP-Referral	168.213	1,98	168.213	14.47	0	0.13	referral	20.09
							no referral	15.94
JS-Operating Procedure/RJP-Referral	0.73	1,98	0.73	0.06	0.8	0	referral	13
							no referral	12.73
JS-Promotion/RJP-Referral	78.28	1,98	78.28	6.14	0.02	0.1	referral	18.09
							no referral	15.26
JS-Rewards/RJP-Referral	135.84	1,98	135.84	7.77	0.01	0.07	referral	18.45
							no referral	14.73
JS-Supervisor/RJP-Referral	86.01	1,98	86.01	5.1	0.03	0.05	referral	20.91
							no referral	17.94
JS-Work itself/RJP-Referral	5.84	1,98	5.84	0.59	0.44	0.01	referral	20.45
							no referral	19.68
JS-Overall JS/RJP-Referral	2651.01	1,98	2651.01	5.06	0.03	0.05	referral	161.1
							no referral	144.63
JS-Benefits/RJP-School/Clinicals	0.39	1,98	0.39	0.02	0.88	0	school/clinicals	15.79
							no school/clinicals	15.66
JS-Co-workers/RJP-School/Clinicals	19.04	1,98	19.04	1.55	0.22	0.02	school/clinicals	17.9
							no school/clinicals	17
JS-Communication/RJP-School/Clinicals	5.51	1,98	5.51	0.41	0.52	0	school/clinicals	16.6
							no school/clinicals	16.1
JS-Operating Procedure/RJP-School/Clinicals	0.03	1,98	0.03	0	0.96	0	school/clinicals	12.77
							no school/clinicals	12.74
JS-Promotion/RJP-School/Clinicals	16.88	1,98	16.88	1.26	0.26	0.01	school/clinicals	15.9
							no school/clinicals	15.05
JS-Rewards/RJP-School/Clinicals	17.73	1,98	17.73	0.95	0.33	0.01	school/clinicals	15.48
							no school/clinicals	14.61
JS-Supervisor/RJP-	76.65	1,98	76.649	4.51	0.04	0.04	schools/clinicals	18.97

Variable	SS	df	MS	F	Sig.	Eta ²		Means
School/Clinicals							no schools/clinicals	17.16
JS-Work itself/RJP-School/Clinicals	36.35	1,98	36.35	3.8	0.05	0.04	school/clinicals	20.25
							no school/clinicals	19
JS-Overall JS/RJP-School/Clinicals	888.98	1,98	888.98	1.64	0.2	0.02	school/clinicals	148.82
							no school/clinicals	142.66
JS-Benefits/RJP-Exposure	17.77	1,98	17.77	1.07	0.3	0.01	exposure	15.28
							no exposure	16.13
JS-Co-workers/RJP-Exposure	0.24	1,98	0.24	0.02	0.89	0	exposure	17.61
							no exposure	17.51
JS-Communication/RJP-Exposure	10.94	1,98	10.94	0.83	0.37	0.01	exposure	16.76
							no exposure	16.09
JS-Operating Procedure/RJP-Exposure	0.4	1,98	0.4	0.03	0.85	0	exposure	12.83
							no exposure	12.7
JS-Promotion/RJP-Exposure	60.237	1,98	60.24	4.66	0.033	0.05	exposure	16.41
							no exposure	14.85
JS-Rewards/RJP-Exposure	20.55	1,98	20.55	1.1	0.3	0.01	exposure	15.63
							no exposure	14.72
JS-Supervisor/RJP-Exposure	83.9	1,98	83.9	4.96	0.03	0.05	exposure	19.26
							no exposure	17.42
JS-Work itself/RJP-Exposure	26.79	1,98	26.79	2.77	0.1	0.03	exposure	20.33
							no exposure	19.28
JS-Overall JS/RJP-Exposure	730.13	1,98	730.13	1.34	0.25	0.01	exposure	149.37
							no exposure	143.92
JS-Benefits/RJP-Volunteer	2.43	1,98	2.43	0.15	0.71	0	volunteer	15.48
							no volunteer	15.83
JS-Co-workers/RJP-Volunteer	0.2	1,98	0.2	0.02	0.9	0	volunteer	17.48
							no volunteer	17.58
JS-Communication/RJP-Volunteer	0.06	1,98	0.06	0.01	0.95	0	volunteer	16.44
							no volunteer	16.39
JS-Operating Procedure/RJP-Volunteer	1.57	1,98	1.57	0.13	0.72	0	volunteer	12.96
							no volunteer	12.68
JS-Promotion/RJP-Volunteer	1.05	1,98	1.05	0.08	0.78	0	volunteer	15.41
							no volunteer	15.64
JS-Rewards/RJP-Volunteer	0.89	1,98	0.89	0.05	0.83	0	volunteer	15.3
							no volunteer	15.08
JS-Supervisor/RJP-Volunteer	5.76	1,98	5.76	0.33	0.57	0	volunteer	18.67
							no volunteer	18.13
JS-Work itself/RJP-Volunteer	32.53	1,98	32.53	3.39	0.07	0.03	volunteer	20.7
							no volunteer	19.42
JS-Overall JS/RJP-Volunteer	26.31	1,98	26.31	0.05	0.83	0	volunteer	147.3
							no volunteer	146.14

4 Medium and Organizational Commitment

Variable	SS	df	MS	F	Sig.	Eta ²		Means
OC-Affiliation/RJP-Pamphlet	6.08	1, 98	6.08	3.55	0.06	0.04	pamphlet	5.80
							no pamphlet	4.98
OC-Exchange/RJP-Pamphlet	8	1, 98	8	3.91	0.05	0.04	pamphlet	5.37
							no pamphlet	4.42
OC-Identification/RJP-Pamphlet	1.36	1, 98	1.36	1.28	0.26	0.01	pamphlet	6.1
							no pamphlet	5.68
OC-Overall/RJP-Pamphlet	4.64	1, 98	4.64	3.62	0.19	0.04	pamphlet	5.03
							no pamphlet	5.74
OC-Affiliation/RJP-Internship	1.76	1, 98	1.76	1	0.32	0.01	internship	5.26
							no internship	4.97
OC-Exchange/RJP-Internship	7.85	1, 98	7.85	3.83	0.05	0.04	internship	4.93
							no internship	4.33
OC-Identification/RJP-Internship	0.06	1, 98	0.06	0.05	0.82	0	internship	5.75
							no internship	5.7
OC-Overall/RJP-Internship	2.12	1,98	2.12	1.62	0.21	0.02	internship	5
							no internship	5.32
OC-Affiliation/RJP-Friend	10.136	1,98	10.136	6.063	0.016	0.059	friend	5.40
							no friend	4.76
OC-Exchange/RJP-Friend	17.239	1,98	17.239	8.836	0.004	0.083	friend	4.96
							no friend	4.12
OC-Identification/RJP-Friend	4.574	1,98	4.574	4.429	0.038	0.044	friend	5.94
							no friend	5.51

4 Medium and Organizational Commitment

Variable	SS	df	MS	F	Sig.	Eta ²		Means
OC-Overall/RJP-Friend	9.97	1,98	9.97	8,14	0	0.08	friend	5.43
							no friend	4.8
OC-Affiliation/RJP-College fair, career day	10.916	1,98	10.916	6.561	0.012	0.063	college fair/career day	5.68
							no college fair/career day	4.88
OC-Exchange/RJP-College fair, career day	10.798	1,98	10.798	5.352	0.023	0.052	college fair/career day	5.14
							no college fair/career day	4.34
OC-Identification/RJP-College fair, career day	5.336	1,98	5.336	5.207	0.025	0.051	college fair/career day	6.15
							no college fair/career day	5.59
OC-Overall/RJP-College fair, career day	8.8	1,98	8.8	7.12	0.01	0.07	college fair/career day	5.66
							no college fair/career day	4.94
OC-Affiliation/RJP-Video	0.08	1,98	0.08	0.05	0.83	0	video	5.22
							no video	5.1

Variable	SS	df	MS	F	Sig.	Eta ²		Means
OC-Exchange/RJP-Video	0.02	1,98	0.02	0.01	0.93	0	video	4.44
							no video	4.52
OC-Identification/RJP-Video	1.59	1,98	1.59	1.5	0.22	0.01	video	5
							no video	5.74
OC-Overall/RJP-Video	0.14	1,98	0.14	0.1	0.75	0	video	5.11
							no video	4.89
OC-Affiliation/RJP-Parents/relatives	0.513	1,98	0.513	0.29	0.59	0	parents/relatives	5.17
							no parents/relatives	5.01
OC-Exchange/RJP-Parents/relatives	1.2	1,98	1.2	0.57	0.45	0	parents/relatives	4.69
							no parents/relatives	4.44
OC-Identification/RJP-Parents/Relatives	1.7	1,98	1.7	1.58	0.21	0.02	parents/relatives	5.92
							no parents/relatives	5.63
OC-Overall/RJP-Parents/Relatives	1.1	1,98	1.1	0.82	0.37	0.01	parents/relatives	5.03
							no parents/relatives	5.26
OC-Affiliation/RJP-Referral	8.909	1,98	8.909	5.289	0.024	0.052	referral	5.91
							no referral	4.95
OC-Exchange/RJP-Referral	7.616	1,98	7.616	3.715	0.057	0.037	referral	5.30
							no referral	4.42
OC-Identification/RJP-Referral	3.03	1,98	3.03	2.89	0.09	0.03	referral	6.21
							no referral	5.66
OC-Overall/RJP-Referral	8.91	1,98	8.91	4.92	0.03	0.05	referral	5.81
							no referral	5.01

Research Question 4 Medium and Organizational Commitment

Variable	SS	df	MS	F	Sig.	Eta ²		Means
OC-Affiliation/RJP-Referral	5.14	1,98	5.14	2.98	0.09	0.03	school/clinicals	5.24
							no School/clinicals	4.77
OC-Exchange/RJP-School/clinicals	9.234	1,98	9.234	4.541	0.036	0.045	school/clinicals	4.76
							no School/clinicals	4.13
OC-Identification/RJP-School/clinicals	7.128	1,98	7.128	7.083	0.009	0.068	school/clinicals	5.93
							no school/clinicals	5.38
OC-Overall/RJP-School/clinicals	7.07	1,98	7.07	5.63	0.02	0.06	school/clinicals	5.31
							no school/clinicals	4.76
OC-Affiliation/RJP-Exposure	12.03	1,98	12.03	7.281	0.008	0.07	exposure	5.43
							no exposure	4.74
OC-Exchange/RJP-Exposure	17.593	1,98	17.593	9.034	0.003	0.085	exposure	4.97
							no exposure	4.13
OC-Identification/RJP-Exposure	3.3	1,98	3.3	3.15	0.08	0.03	exposure	5.91
							no exposure	5.55
OC-Overall/RJP-Exposure	9.98	1,98	9.98	8.14	0	0.08	exposure	5.44
							no exposure	4.8

5 Timing and Turnover Intentions

Variable	SS	df	MS	F	Sig.	Eta ²		Means
Turnover-Changing jobs/Timing	13.1	2,91	6.55	0.66	0.52	0.01	during recruitment	4.13
							during selection	4.19
							after hire	4.9
Turnover-Leave organization/Timing	27.49	2,90	13.74	1.99	0.14	0.04	during recruitment	2.4
							during selection	1.91
							after hire	3.33
Turnover-Job search activities/Timing	19.41	2,91	9.7	1.32	0.27	0.03	during recruitment	3.3
							during selection	3
							after hire	4.12

6 Medium and Turnover Intentions

Variable	SS	df	MS	F	Sig.	Eta ²		Means
Turnover-Changing jobs/RJP-Pamphlet	33.41	1, 91	33.41	3.49	0.07	0.056	pamphlet	2.80
							no pamphlet	4.73
Turnover-Leave organization/RJP-Pamphlet	2.64	1, 91	2.64	0.37	0.54	0.004	pamphlet	3.3
							no pamphlet	2.76
Turnover-Job search activities/RJP-Pamphlet	3.88	1, 91	3.88	0.53	0.47	0.006	pamphlet	3.1
							no pamphlet	3.76
Turnover-Changing jobs/RJP-Internship	50.586	1,92	50.586	5.387	0.023	0.056	internship	3.48
							no internship	5.05
Turnover-Leave organization/RJP-Internship	0.52	1,92	0.52	0.07	0.79	0.001	internship	2.71
							no internship	2.87
Turnover-Job search activities/RJP-Internship	0.09	1,92	0.09	0.01	0.92	0	internship	3.65
							no internship	3.71
Turnover-Changing jobs/RJP-Friend	33.06	1,92	33.06	3.45	0.07	0.04	friend	3.07
							no friend	4.4
Turnover-Leave organization/RJP-Friend	49.357	1,92	49.357	7.523	0.007	0.077	friend	2.07
							no friend	3.53
Turnover-Job search activities/RJP-Friend	49.678	1,92	49.678	7.218	0.009	0.073	friend	2.93
							no friend	4.40
Turnover-Changing job/RJP-College fair, career day	42.1	1,92	42.1	4.439	0.038	0.047	college fair/career day	3.32
							no college fair/career day	4.90
							college fair/career day	2.1
Turnover-Leave organization/RJP-College fair, career day	14.1	1,92	14.1	2.03	0.16	0.02	no college fair/career day	3.03
							college fair/career day	3
Turnover-Job search activities/RJP-College fair, career day	13.65	1,92	13.65	1.88	0.17	0.02	college fair/career day	3.9
							no college fair/career day	3.33
Turnover-Changing jobs/RJP-Video	4.42	1,92	4.42	0.45	0.51	.01	video	3.33
							no video	4.57
Turnover-Leave	0.83	1,92	0.83	0.12	0.73	0	video	3.33

Variable	SS	df	MS	F	Sig.	Eta ²	Means
organization/RJP-Video							no video 2.8
Turnover-Job search activities/RJP-Video	1.47	1,92	1.47	0.2	0.66	0	video 3
Turnover-Changing jobs/RJP-Parents/Relatives	1.407	1,92	1.407	0.142	0.71	0	no video 3.71
							parents/relatives 4.71
							no parents/relatives 4.45
Turnover-Leave organization/RJP-Parents/Relatives	3.14	1,92	3.14	0.44	0.51	0.01	parents/relatives 2.54
							no parents/relatives 2.94
Turnover-Job search activities/RJP-Parents/Relatives	23.11	1,92	23.11	3.22	0.08	0.03	parents/relatives 2.93
							no parents/relatives 4.02
Turnover-Changing jobs/RJP-Referral	29.1	1,92	29.1	3.02	0.09	0.03	referral 3
							no referral 4.73
Turnover-Leave organization/RJP-Referral	0.1	1,92	0.1	0.13	0.72	0	referral 2.55
							no referral 2.85
Turnover-Job search activities/RJP-Referral	1.31	1,92	1.31	0.18	0.68	0	referral 3.36
							no referral 3.73
Turnover-Changing jobs/RJP-School/Clinicals	11.65	1,92	11.65	1.19	0.28	0.01	school/clinicals 4.25
							no school/clinicals 4.97
Turnover-Leave organization/RJP-School/Clinicals	4.25	1,92	4.25	0.6	0.44	0.01	school/clinicals 2.64
							no school/clinicals 3.08
Turnover-Job search activities/RJP-School/Clinicals	3.86	1,92	3.86	0.52	0.47	0.01	school/clinicals 3.53
							no school/clinicals 3.94
Turnover-Changing jobs/RJP-School/Exposure	20.29	1,92	20.29	2.09	0.15	0.02	exposure 4
							no exposure 4.96
Turnover-Leave organization/RJP-School/Exposure	6.35	1,92	6.35	0.9	0.36	0.01	exposure 2.53
							no exposure 3.06
Turnover-Job search activities/RJP-School/Exposure	8	1,92	8	1.09	0.3	0.01	exposure 3.37
							no exposure 3.96
Turnover-Changing jobs/RJP-School/Volunteering	1.43	1,92	1.43	0.14	0.71	0	volunteering 4.33
							no volunteering 4.61
Turnover-Leave organization/RJP-School/Volunteering	5.25	1,92	5.25	0.75	0.39	0.01	volunteering 2.44
							no volunteering 2.97
Turnover-Job search activities/RJP-School/Volunteering	0.02	1,92	0.02	0	0.96	0	volunteering 3.67
							no volunteering 3.7

Table 6.

Test of Inadvertent Biasing

Variable	SS	df	MS	F	Sig.	Eta ²		Means
Job Satisfaction	2.46	2,98	1.23	3.05	0.05	0.06	Participants 1	4.12
							Participants 2	3.90
							Participants 3	4.22
Organizational Commitment	10.86	2,98	5.43	4.42	0.02	0.08	Participants 1	5.14
							Participants 2	4.67
							Participants 3	5.47
Taken Together, How Realistic	23.14	2,97	11.57	3.08	0.05	0.06	Participants 1	6.71
							Participants 2	6.00
							Participants 3	7.17

APPENDIX B
SURVEY DOCUMENTS

Dear Potential Research Participant:

My name is Brian Decal and I am a graduate student at California State University, San Bernardino. I am now beginning the data collection phase for my master's thesis which is looking at how various forms of pre-employment information may influence a variety of job outcomes for new nurses.

Therefore, if you are a nurse working in a southern California hospital with less than 5 years of working experience in the field I would like to invite you to take the on-line survey for my thesis. It should only take you approximately 15 minutes to complete my on-line survey.

Also, I would greatly appreciate it if you would invite other nurses who you know who fit the qualifications for the study (i.e., a nurse with less than 5 years of experience who works in a southern California hospital) to also take my on-line survey by forwarding this e-mail on to them. However, I ask that you keep any information regarding the survey and your answers confidential so as not to bias their responses in any way.

To take my online survey, please click on the hyperlink below:

http://www.surveymonkey.com/s.aspx?sm=YweKLXX0aK1_2fhqrTMJI5Zw_3d_3d

Thank you very much for your participation and for helping me to recruit other qualified participants for my master's thesis research survey. If you have any questions or concerns, please feel free to contact me at decalb@csusb.edu or call me at 818/577-3281.

Kind Regards,

Brian Decal
Master's Student
California State University, San Bernardino

INFORMED CONSENT

The study in which you are being invited to participate in is designed to help assist in completing my graduate thesis project. This study is being conducted by Brian Decal under the supervision of Dr. Kenneth Shultz. This study has been approved by the Department of Psychology Institutional Review Board Sub-Committee of the California State University, San Bernardino, and a copy of the official Psychology IRB stamp of approval should appear on this consent form.

In this study you will be asked to respond to statements regarding your experience working in the nursing field and you will be asked to fill out a brief demographic survey. The survey should take approximately 15 to 20 minutes to complete. All of your responses will be held in the strictest of confidence by the researchers. Since no identifying information is collected on the survey, all your responses will be completely anonymous.

Your participation in this study is completely voluntary. You are free not to answer any questions and withdraw at any time during this study without penalty. This study involves no risk beyond those of everyday life, nor any direct benefits to you as an individual. When you have completed the survey, you will receive a debriefing statement describing the study in more detail. To ensure the validity of the study we ask that you not discuss this study with other potential participants.

If you have any questions or concerns about this study, please feel free to contact Dr. Kenneth Shultz at (909) 537-5484 or via e-mail at kshultz@csusb.edu.

By continuing on with this study, I acknowledge that I have been informed of, and that I understand the nature and purpose of this study, that I freely consent to participate, and that at the conclusion of the study, I may ask for additional explanation regarding the study. I also acknowledge that I am at least 18 years of age.

Demographic Questionnaire

1. What is your gender?
 - a. Male
 - b. Female
2. What is your age? _____
3. Please indicate your current educational status
 - a. Vocational training
 - b. Associates degree
 - c. Bachelor's degree
 - d. Graduate degree
 - e. Other: _____
4. How long have you been practicing nursing since completing your formal initial education?
 - a. Less than 1 year
 - b. 1 year to less than 2 years
 - c. 2 years to less than 3 years
 - d. 3 years to less than 4 years
 - e. 4 years to less than 5 year
 - f. 5 years or more
5. What is your race/ethnicity?
 - a. American Indian or Alaskan Native
 - b. Non-Latino Black or African American
 - c. Hispanic or Latino
 - d. Non-Latino White
 - e. Native Hawaiian or Pacific Islander
 - f. Asian
 - g. Other _____

6. Please indicate your job primary title?
- a. Certified Nursing Assistant (CNA)
 - b. Nurse Practitioner (NP)
 - c. Certified Medical Assistant (CMA)
 - d. Clinical Nurse Specialist (CNS)
 - e. Director of Nursing (DON)
 - f. Licensed Practical Nurse (LPN)
 - g. Licensed Vocational Nurse (LVN)
 - h. Nurse Anesthetist (CRNA)
 - i. Nursing Manager
 - j. Nursing Supervisor
 - k. Registered Medical Assistant (RMA)
 - l. Registered Nurse (RN)
 - m. Other_____
7. Please indicate your primary location in the hospital:
- a. Intensive Care Unit
 - b. Critical Care Unit
 - c. Emergency Room
 - d. Recovery Room PACU
 - e. Operating Room
 - f. Oncology
 - g. Medical/Surgical
 - i. Neurology
 - j. Nephrology
 - k. Transplant Department
 - l. Step-Down Unit
 - m. Orthopedics
 - n. Rehabilitation
 - o. Coronary Care Unit
 - p. Telemetry
 - o. Other_____

Job Satisfaction Survey

Spector, P. (1997). *Job Satisfaction*. Thousand Oaks, CA: Sage.

Responses are obtained on a 6-point Likert-type scale where 1 = *disagree very much*, 2 = *disagree moderately*, 3 = *disagree slightly*, 4 = *agree slightly*, 5 = *agree moderately*, and 6 = *agree very much*.

Pay Satisfaction Items:

1. I feel I am being paid a fair amount for the work I do
2. Raises are too few and far between (R)
3. I am unappreciated by the organization when I think about what they pay me(R)
4. I feel satisfied with my chances for salary increases

Promotion Satisfaction Items:

1. There is really too little chance for promotion on my job(R)
2. Those who do well on the job stand a fair chance of being promoted
3. People get ahead as fast here as they do in other places
4. I am satisfied with my chances for promotion

Supervision Satisfaction Items:

1. My supervisor is quite competent in doing his/her job
2. My supervisor is unfair to me(R)
3. My supervisor shows too little interest in the feelings of subordinates(R)
4. I like my supervisor

Benefits Satisfaction Items:

1. I am not satisfied with the benefits I receive(R)
2. The benefits we receive are as good as most other organizations offer
3. The benefit package we have is equitable
4. There are benefits we do not have which we should have(R)

Rewards Satisfaction Items:

1. When I do a good job, I receive the recognition for it that I should receive
2. I do not feel that the work I do is appreciated(R)
3. There are few rewards for those who work here(R)
4. I don't feel my efforts are rewarded the way they should be(R)

Operating Procedure Satisfaction Items:

1. Many of our rules and procedures make doing a good job difficult(R)
2. My efforts to do a good job are seldom blocked by red tape
3. I have too much to do at work(R)
4. I have too much paperwork(R)

Co-Workers Satisfaction Items:

1. I like the people I work with
2. I find I have to work harder at my job than I should because of the incompetence of people I work with(R)
3. I enjoy my co-workers
4. There is too much bickering and fighting at work(R)

Work Itself Satisfaction Items

1. I sometimes feel my job is meaningless(R)
2. I like doing the things I do at work
3. I feel a sense of pride in doing my job
4. My job is enjoyable

Communication Satisfaction Items

1. Communications seem good within this organization
2. The goals of this organization are not clear to me(R)
3. I often feel that I do not know what is going on with the organization(R)
4. Work assignments are often not fully explained (R)

* (R) items are reverse coded

Organizational Commitment Scale

Balfour, D., & Wechsler, B. (1996). Organizational commitment: Antecedents and outcomes in public organizations. *Public Productivity and Management Review*, 29, 256-277.

Responses are obtained on a 7-pt Likert-type scale where 1 = strongly disagree and 7 = strongly agree.

Identification Commitment Items:

1. I am quite proud to be able to tell people who it is that I work for
2. What this organization stands for is important to me
3. I work for an organization that is incompetent and unable to accomplish its mission (R)

Affiliation Commitment Items:

4. I feel a strong sense of belonging to this organization
5. I feel like "part of the family" at this organization
6. The people I work for do not care about what happens to me (R)

Exchange Commitment Items:

7. This organization appreciates my accomplishments on the job
8. This organization does all that it can to recognize employees for good performance
9. My efforts on the job are largely ignored or overlooked by this organization (R)

* (R) items are reverse coded

RJP

Developed by author

- 1) Did you receive any realistic information prior to starting your career in the nursing field? Yes___ No___. If yes, please check all that apply:

<input type="checkbox"/> Pamphlet	<input type="checkbox"/> Internship
<input type="checkbox"/> Friend	<input type="checkbox"/> College fair or career day
<input type="checkbox"/> Video	<input type="checkbox"/> Parents and/or relatives
<input type="checkbox"/> Referral	<input type="checkbox"/> School and/or clinicals
<input type="checkbox"/> Exposure	<input type="checkbox"/> Volunteering
<input type="checkbox"/> Other_____	

- 2) Did your current hospital provide you with any realistic information prior to starting your current job? Yes___ No___. If yes, please check all that apply:

<input type="checkbox"/> Pamphlet	<input type="checkbox"/> Tour
<input type="checkbox"/> Website link	<input type="checkbox"/> Video
<input type="checkbox"/> Information during interview	<input type="checkbox"/> Orientation
<input type="checkbox"/> Welcome Packet	<input type="checkbox"/> Other_____

- 3) When were you provided with realistic information from your current employer?

- a. During the recruitment process prior to the first interview
- b. During the selection process prior to the first interview
- c. After you were hired

- 4) Taken together, how realistic do you feel that this information was?
(0 = not at all realistic, 10 = extremely realistic):

Unmet Expectations

Job Organization Perception Items

Bretz, R.D. & Judge, T.A. (1994). Person-Organization Fit and the Theory of Work Adjustment: Implications for Satisfaction, Tenure and Career Success. *Journal of Vocational Behavior* 44, 32-54.

Indicate how descriptive each statement is regarding your current organizational environment. (1 = not at all true, 5 = definitely true):

1. This organization pays on the basis of individual performance
2. This organization has a profit or gain sharing plan
3. This organization makes promotions based mostly on individual performance
4. This organization encourages competition between employees
5. This organization encourages and rewards loyalty
6. Teamwork and cooperation are valued and rewarded here
7. When the organization has a good year it pays bonuses to the employees
8. People generally have to work in groups to get their work done
9. This organization offers long-term employment security
10. This organization has a "fast-track" program
11. This organization has/follows a promote-from-within-policy
12. The typical employee here works very hard to fulfill work expectations
13. There is an emphasis on helping others
14. Fairness is an important consideration in organizational activities
15. When mistakes are made it is best to be honest and "take your lumps"

Individual expectation items

Indicate how important each statement was in terms of your expectations when you started your current job (1 = not at important, 5 = extremely important):

1. I believe people should be paid on the basis of their individual performance
2. When organizations make profits, I think they should share some of it with the employees
3. I believe promotions should be made on the basis of individual performance
4. I believe competition between employees creates a healthy working environment
5. I believe organizational loyalty should be encouraged and rewarded
6. I believe teamwork and cooperation are valuable and should be rewarded
7. When the organization has a good year I think it should pay bonuses to the employees
8. I think it is better to work in groups to get work done
9. I believe organizations should offer long-term employment security for their employees
10. I think organizations should have "fast-track" programs for their "best" employees
11. I think organizations should try to promote-from-within whenever it is possible
12. I try very hard to fulfill work expectations
13. I place a high emphasis on helping others
14. Fairness is an important consideration to me
15. When I make mistakes, I am honest about it and "take my lumps"

Turnover Intentions

Christie, M.D. & Shultz, K.S. (1998). Gender differences on coping with job stress and organizational outcomes. *Work & Stress* 4, 351-361.

Please answer the following questions on the designated scale below between 0-10:

1. How frequently have you thought about changing your job in the last 6 months?
0 = Never 10 = Always
2. How likely are you to leave your organization in the next 6 months?
0 = Extremely Unlikely 10 = Extremely Likely
3. How often do you actively engage in job search activities?
0 = Never 10 = Always

Intention to remain in nursing

Developed by author

Please answer the following question between 0-10 (0 = extremely unlikely, 10 = extremely likely):

1. If you do plan on leaving your current job, how likely is it that you will stay in the field of nursing?

Job-Related Tension

Kahn, R.L., Wolfe, D.M., Quinn, R.P., Soner, J.D., and Rosenthal, R.A.
(1964). Organizational Stress (New York: Wiley)

All of us occasionally feel bothered by certain kinds of things in our work. I'm going to provide a list of things that sometimes bother people, and I would like you to tell me how frequently you feel bothered by each of them. Indicate between 1-5 how descriptive each statement describes how you feel (1 = never, 2 = rarely, 3 = sometimes, 4 = rather often, 5 = nearly all the time):

- A. Feeling that you have too little authority to carry out the responsibilities assigned to you
- B. Being unclear on just what the scope and responsibilities of your job are
- C. Not knowing what opportunities for advancement or promotion exists for you
- D. Feeling that you have too heavy a work load, one that you can't possibly finish during an ordinary day
- E. Thinking that you'll not be able to satisfy the conflicting demands of various people over you
- F. Feeling that you're not fully qualified to handle your job
- G. Not knowing what your supervisor thinks of you, how he evaluates your performance
- H. The fact that you can't get information needed to carry out your job
- I. Having to decide things that effect the lives of individuals, people that you know
- J. Feeling that you may not be liked and accepted by the people that you work with
- K. Feeling unable to influence your immediate supervisor's decisions and actions that affect you
- L. Not knowing just what the people you work with expect of you
- M. Thinking that the amount of work you have to do may interfere with how well it gets done

- N. Feeling that you have to do things on the job that are against your better judgment
- O. Feeling that your job tends to interfere with your family life
- P. Feeling that your progress on the job is not what it should be or could be
- Q. Thinking that someone else may get the job above you, the one you are directly in line for
- R. Feeling that you have too much responsibility and authority delegated to you by your supervisors

Realism Scale

Feldman, D.C. (1976). A Contingency Theory of Socialization. *Administrative Science Quarterly*, 21, 3, 433-452

Indicate how descriptive each statement is regarding your entry to your current organization. (1 = not at all true, 5 = definitely true):

I knew what the good points and bad points of this job were when I was hired.

I did not know what to expect when I came to work for this organization (RS).

I had a pretty good idea of what my particular job would be like.

Debriefing Statement

The study you have just completed was to assist me in the completion of the thesis project requirement in the California State University-San Bernardino Industrial/Organizational Psychology Master of Science degree program in Industrial/Organizational Psychology. This study was designed to examine whether providing a Realistic Job Preview would lower unmet expectations upon job entry. In addition, this study examines whether the lowering of unmet expectations would be related to higher job satisfaction, organizational commitment, and intentions to change jobs. Your responses will be compiled with the responses of others and analyzed in order to help determine whether or not certain statements and dimensions of my measure are accurate, reliable, and valid.

To ensure validity of this study, please do not share information with others after finishing this survey. Doing so could alter the results due to biased and/or information-based answers from previous test takers.

Thank you for your participation in this study. If you have any questions about the study, please feel free to contact Dr. Kenneth S. Shultz at (909) 537-5484 or kshultz@csusb.edu. If you would like to obtain a summary of the group results of this study, please contact Dr. Kenneth S. Shultz after July 1, 2009.

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